Catalog

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MONMOUTH
COLLEGE

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MONMOUTH
COLLEGE

CATALOG

2000–2001

Monmouth College
Monmouth, Illinois 61462-1998
309-457-2131
www.monm.edu

Monmouth College admits students and conducts its academic and other programs without regard to race, religion, sex, national origin, or physical handicap.

This catalog provides information only and does not constitute a contract between the College and any person. The College reserves the right to alter or amend this document without notice. Students are encouraged to consult their faculty advisers or the appropriate College officers on matters which are essential to their degree programs. For questions about College regulations and policies on student life, students should consult the current student handbook.

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Monmouth College: An Introduction

■Location of the College.

Monmouth College shares its name with the town that is its home, the seat of Warren County in western Illinois, a pleasant and hospitable community of 9,500 residents. The Mississippi River, still the threshold of the American West, flows just fifteen miles from Monmouth's campus. Chicago is 180 miles to the northeast. The Quad Cities—Moline and Rock Island in Illinois, Davenport and Bettendorf in Iowa—straddle the Mississippi forty miles due north. Monmouth is easily accessible from Interstates 80 and 74. Commercial air service is available through Moline, Peoria, and nearby Galesburg and Burlington, Iowa. Monmouth's location also permits easy access to other academic communities: Western Illinois University is thirty miles south in Macomb; Augustana College is located in Rock Island; and Knox College, Monmouth's traditional rival in athletics, is just 12 miles away in Galesburg.

■The College's History and Purpose.

Founded in 1853 by pioneering Presbyterians, Monmouth College brought the blessings of civilization to the people of the rough frontier and spoke of traditional values to those who were shaping a new world. Though today our life knows different frontiers, the College still thinks of its purpose as its founders did—preserving and celebrating the traditions that have been entrusted to it while promoting discovery and investigation. Although the student body today includes many who come from far beyond western Illinois, Monmouth continues to have a strong sense of identity with its local community and with the region in which it is proudly rooted.

Unusual for the time, Monmouth College was created as a coeducational institution. Indeed, it was one of the first colleges to give women equality with men, and, not surprisingly, women's interests have been prominent in the College's history.

Monmouth has chosen to remain the collegiate institution it was founded to be, preferring not to expand into a university. Monmouth continues to insist that its purpose is not to pursue knowledge for its own sake, in the university's fashion, but to encourage students to seek values by bringing together knowledge and belief in a coherent whole. The College has neither graduate nor professional schools and is therefore able to focus its resources entirely on its undergraduates. In true collegiate fashion, Monmouth stresses the unity and equality of the academic disciplines that compose it. The College's chief interest lies in providing its students a generous under-

standing of human experience; individual disciplines receive their sense of direction from that larger commitment rather than permitting the specific interest to become an end in itself.

■Accreditation and Affiliation.

Monmouth is a four-year college offering the bachelor of arts degree and is fully accredited by the North Central Association of Colleges and Schools, 30 N. LaSalle St., Suite 2400, Chicago, IL 60602, 800-621-7440. The program of the department of education is approved by the Illinois State Certification Board, 100 North First St., Springfield, IL 62777-0001, 217-782-2805.

Recognizing that no intellectual process is value free, Monmouth College is committed to the values and ecumenical perspective of the Christian faith and encourages its members to explore the implications of those values for their lives and the world. While the College chooses, quite deliberately, to maintain its affiliation with the Presbyterian Church (U.S.A.), it welcomes students of all faiths.

To increase the range of opportunities for its members while retaining the advantages of smallness, Monmouth and thirteen other colleges similar in kind and purpose compose a consortium, the Associated Colleges of the Midwest (ACM). These colleges, located in Colorado, Iowa, Minnesota, and Wisconsin as well as in Illinois, together offer programs which singly they could not. These provide opportunities, described in the section titled Off-Campus Programs, for members of the College to engage in a remarkable range of off-campus study projects, both in this country and overseas, for a semester or an academic year.

Statements Of Mission And Purposes

■Mission Statement.

As an undergraduate liberal arts college we recognize the close relationship of faculty and students to be fundamental to our learning environment. As a community of learners we strive to create and sustain an environment that is value-centered, intellectually challenging, aesthetically inspiring, and culturally diverse; and we hold as central our commitment to liberal arts education and to one another. We integrate a four-year program of general education with in-depth study in the major and a rich array of co-curricular activities in order to foster the discovery of connections among disciplines and of larger patterns of meaning. Through these experiences, we help our students explore multiple perspectives on the human condition and prepare themselves for rich personal and professional lives—for leadership, citizenship, and service in a global context.

Monmouth College was founded in 1853 by pioneering Presbyterians. As a campus community we honor that heritage and value religious diversity as we explore the spiritual dimension of human existence and the relationship between faith and knowledge. As both observers and participants we seek to deepen our understanding and appreciation of the creative tension that exists among the principles of democracy, pluralism, equality, and freedom in our own nation and beyond.

■Statement of Purposes.

As an undergraduate liberal arts institution Monmouth College exists to:

1. Prepare students for rich personal and professional lives.

2. Prepare students for positions of leadership, service, and citizenship in a global context.

3. Promote awareness and exploration of the sometimes contradictory principles which exist in democracy, pluralism, equality, and freedom.

4. Create and maintain a learning environment which is value-centered, intellectually challenging, aesthetically inspiring, and culturally diverse. This includes:

   a) Providing students with a four-year general education program, in-depth study in the major, and a rich array of co-curricular activities.

   b) Fostering the discovery of connections among disciplines and of larger patterns of meaning.

   c) Promoting an understanding of a value system that is shaped by individual and collective experiences.

5. Explore the spiritual dimension of human existence and the relationship between faith and knowledge.

6. Introduce students to multiple perspectives on the human condition and promote self-awareness of global perspectives both through the curriculum and through campus life.

7. Foster and promote intellectual inquiry and critical analysis through mentoring relationships characterized by individual attention.

8. Develop creativity and skills in written and oral communication and artistic expression.

9. Understand the methods of inquiry and expression in the arts, humanities, sciences, and social sciences.

STUDENT LIFE

■Beyond the Classroom.

The Monmouth College campus provides a charming and comfortable living and learning environment that is both ideal and idyllic as a traditional college setting. Often admired for the beauty of its trees and pleasant spaces, the campus is surrounded by a handsome residential area just a short distance from the town center. It is a walking campus where no building is far from any other and where members of the College quickly come to recognize familiar faces as they meet on campus walks and congregate for College occasions.

For students in some institutions, the undergraduate years mean only taking courses. In contrast, Monmouth's students find that education extends beyond the classroom, reaching into faculty homes, residence halls and dining room, embracing a broad range of co-curricular activities. Lectures, concerts and performances by visitors are planned to compliment the academic program. The College newspaper and other publications, the campus radio station, religious services, music groups and the theatre provide opportunities for students to develop their talents and to enrich the College's life. Many members of the College find challenge and learning opportunities in the athletic programs, both intramural and intercollegiate. A prominent focus of campus interest is the student government, which is responsible for a broad range of activities. In all of these there are opportunities for learning, for leadership and for interaction with faculty members.

■Instructional Facilities.

The Hewes Library, at the physical as well as the metaphorical center of the campus, seeks to be a teaching library, whose collection, services and people are an integral part of the instructional life of Monmouth College. The centerpiece of the library's teaching is an information literacy program which reaches all students in three courses: Freshman Seminar, Fundamentals of Communication, and Comparative Societies. In addition, the library serves as the interface between faculty, students, and staff and the world of information. This service is provided two ways: 1) with a core collection of almost 200,000 information materials, in a variety of formats including government documents, that supports the curriculum of the College, and 2) by giving users access to the world of scholarship beyond the library's walls through a reference collection of databases, indexes, and bibliographies; an extensive interlibrary loan program; and the increasing electronic resources accessible through various networks. The Hewes Library provides many study areas, including individual

carrels and seminar rooms. The Beveridge Rooms house the rare books and Monmouthiana collections of the College. The Len G. Everett Gallery is located on the top level of the Hewes Library.

The Hewes Library is also the home of the College's fully-equipped Information Systems Center, and thus brings together the newest of learning resources with the most traditional. The Information Systems Center's focal point is the Dorothy Peterson Dahl Computer Center, a central location for students and faculty to access the campus-wide computer network. The Center is also home for the campus' network servers and the Information Systems Center Offices.

The Haldeman-Thiessen Science Center, named for two of Monmouth's most celebrated professors, is a remarkable facility for a small college, providing students with extraordinary laboratories and instrumentation. Built in 1970, it is the symbol of the College's love-lived reputation for excellence in the laboratory sciences.

The College Auditorium, the oldest building on campus, serves as chapel, concert hall, assembly area, and lecture hall. Its renovation in 1980 provided a hall with splendid acoustical qualities and theater-style seating even while it preserved the charm of the original structure.

The major instructional programs in the humanities and social sciences are carried on in two gracious buildings in the classic collegiate style, Wallace and McMichael, named for early presidents of Monmouth College. In Wallace Hall, the Trotter Computerized Classroom accommodates 24 student workstations and a data projection system to be used by an instructor. The former Carnegie Library, located just west of Wallace Hall, was renovated in 1996 and renamed Poling Hall. It houses the offices of student affairs, the registrar, financial aid and other essential student services. Theater productions are staged in the Wells Theater. The music department has much of its activities in Austin Hall on the east side of the campus and in the College Auditorium.

■Student Affairs.

The Student Life staff—the vice president, deans, directors, chaplain, head residents, resident assistants; and those in the Stockdale Center, Wackerle Career and Leadership Center, TNT Involvement Center and Intercultural Life—all have a personal and professional commitment to quality in all areas of student life.

The Office of Student Affairs administers all student services, particularly individual and group counseling; personal, relational, and developmental concerns; health and wellness issues; advising student government; campus and Greek organizations; and the general well-being of campus life. Additional counseling services for assessment or evaluation purposes are provided when necessary.

Monmouth College students receive 24-hour health services through the Community Medical Center, OSF Medical group and the emergency room of Community Medical Center. Services that require hospitalization or other medical treatment are available at the hospital.

Intercultural Life focuses its attention on the nurturance and special needs of a growing number of students from diverse backgrounds, advising, counseling, and encouraging them to be full participants in the college community.

The Stockdale Center is the hub of extracurricular activities on campus. The associate dean of students and director of campus events works closely with the Association for Student Activity Programming and other organizations in planning

a wide range of activities.

Monmouth believes that a residential college should provide more than room and board and that living in residence halls affords special opportunities for learning from others. Personal growth, intellectual development and maturity seem to come more quickly to those who are continuously engaged with their fellow students and who contribute to making residence hall life a richer experience for everyone. Accordingly the College requires all its students to live on campus unless exceptions are necessary, such as married students and students in the Monmouth area who reside with their parents. While providing some supervision of students in residence through its system of hall directors, Monmouth encourages its students to govern their own living units and to develop their own social programs. Thus, each residence hall has its own council composed of elected representatives who manage the hall's affairs.

In its residential system, Monmouth has sought to provide an unusual range of living opportunities and experiences. None of its halls is quite like any other, either in its architecture or its internal arrangements. Styles range from Winbigler's long corridors and large, traditional lounge areas to modern Gibson, where rooms are arranged in fours around a shared bathroom. The residents of the various halls may choose the hours of visitation, within parameters established by the College. In all its residences, the College has chosen to provide a high standard of maintenance and to enhance students' living by making their surroundings bright and cheerful—a fact that strikes visitors at once. The College has wished to give its students every reasonable opportunity to choose among alternatives in accommodations, physical surroundings, and lifestyles. Substance-free and theme housing are also available.

Each spring returning students sign up for rooms, stating their preference, while new students indicate their housing preferences during the summer. The College makes every effort to provide students the housing they prefer.

Many Monmouth students choose to join fraternities or sororities. Sorority members live within the residence halls, choosing rooms as do unaffiliated women. Fraternity members, according to their affiliation, either live in the fraternity house or choose to spend some or all of their years in a residence hall.

All students in residence, including some who live at home, take their meals in the dining hall of the Stockdale Center. Private dining rooms in the center are available for special occasions.

■ Recreation and Athletics.

More and more people are recognizing that an organized program of recreation is necessary to their spiritual as well as their physical well-being. Monmouth provides a variety of opportunities, from the rigorous discipline of intercollegiate competition to an extensive intramural schedule. The College's Bobby Woll Memorial Field features an eight-lane track with a rubberized asphalt surface. Indoor recreational space is provided in the College's athletic center, which includes Arthur Glennie Gymnasium, dedicated in 1983, and the old gymnasium, completed in 1925 and extensively renovated in 1984.

Monmouth's men compete on the varsity level in football, soccer, cross country, basketball, golf, baseball, and track and field. Varsity competition is offered to Monmouth's women in volleyball, golf, cross country, basketball, track and field, soccer, and softball. More than 80 percent of Monmouth's students are

actively involved in all aspects of the intercollegiate, intramural, and recreational programs. Facilities include the swimming pool, an all-weather track, and extensive indoor facilities. The College's Wellness Program, based at the Marshall Health & Fitness Center, provides an ongoing series of fitness and wellness education programs. The center is outfitted with state-of-the-art air bikes, steppers, treadmills, weights and health-monitoring equipment.

Monmouth College considers the intercollegiate athletic program to be an integral part of the total educational experience. Subscribing to a "sound mind in a sound body" concept, the College recognizes the significant contribution of recreation, intramural and intercollegiate athletics to the development of male and female students. From a relaxed recreational program to the very rigorous intercollegiate program, Monmouth students can experience a wide range of athletic opportunities.

The College is committed to providing equal opportunities for all its students. It is the goal of the college to provide experiences that will allow men and women to achieve the maximum potential in both academic and athletic endeavors.

The health and welfare of our students is paramount. Athletic opportunities are provided in a context that fosters character development, safe participation, value enhancement and academic achievement. Student athletes are encouraged to participate in all aspects of the college experience. The education and development of the whole person is our fundamental commitment.

The College firmly adheres to the spirit and intent of the rules and regulations of the National Collegiate Athletic Association and the Midwest Conference. The College, while integrating the mandates established by both organizations, retains institutional control. All policies, rules and regulations are reviewed regularly by responsible faculty and administrative personnel.

■Campus Organizations.

The student handbook describes the many campus organizations that serve the variety of interests found among Monmouth's students. Honor societies enroll students who achieve academic distinction, and several groups provided for those whose talents are in the arts. Six national Greek organizations *(see below)* add an important dimension to Monmouth College social life. Notable among Monmouth's traditionally strong music organizations are the Monmouth College Pipes and Drums band and the Monmouth College Chorale. The Coalition for Women's Awareness, the Coalition for Ethnic Awareness, Amnesty International, Monmouth Christian Fellowship, and Students Organized for Service speak to the special needs of students with particular backgrounds or interests.

Students find in the city of Monmouth a congenial and friendly community, proud of the College that bears the same name. Many local organizations welcome volunteer workers from the student body. Local churches invite students to join their congregations and often depend on them to be organists, soloists, and leaders of youth groups. Similarly, local schools have come to count on students for help with tutoring and coaching. Through the YMCA, Warren Achievement Center, Jamieson Community Center, and homes for the elderly, all those who wish to serve find significant, rewarding opportunities to do so.

■Greek Organizations.

Greek letter societies have been an integral part of Monmouth College life for many years, for they have important benefits for their members and the campus. All Greek organizations adhere to the principle of nondiscrimination in selecting members. All sororities are members of the Panhellenic Council. Fraternities hold membership in the Interfraternity Council.

Alpha Tau Omega

Alpha Tau Omega was founded at Virginia Military Institute in Richmond, Virginia, on September 11, 1865. Epsilon Nu chapter of Alpha Tau Omega was founded at Monmouth May 3, 1947. At that time all the members of the local Phi Kappa Pi fraternity were invited to become members of Alpha Tau Omega.

Alpha Xi Delta

Alpha Xi Delta was founded at Lombard College in Galesburg, Illinois, in 1893. The Beta Epsilon chapter of the fraternity for women made its first appearance at Monmouth College in 1932, but was dissolved in the late 1970s. In 1997, the chapter successfully re-colonized, with 42 women initiated.

Kappa Kappa Gamma

Kappa Kappa Gamma was founded at Monmouth College on October 13, 1870. When sororities were reestablished on the campus, the local fraternity, Kappa Alpha Sigma, organized. This group was reinstated as Alpha chapter of Kappa Kappa Gamma in 1934.

Pi Beta Phi

I.C. Sorosis, the first national fraternity for women, was founded at Monmouth College April 27, 1867. The name officially changed to Pi Beta Phi in 1888. After sororities were reestablished at Monmouth College, Pi Beta Phi returned to the campus as the Alpha chapter of the fraternity.

Sigma Phi Epsilon

Sigma Phi Epsilon was founded nationally at Richmond, Virginia, on November 1, 1901. Since then 171 chapters have been established throughout the nation. Illinois Gamma of Sigma Phi Epsilon was established on May 22, 1948, after merging with Theta Epsilon Omega fraternity.

Zeta Beta Tau

Zeta Beta Tau fraternity was founded at the City College of New York on December 29, 1898. Delta Lambda chapter colony was founded at Monmouth College on April 17, 1968. In 1989, Zeta Beta Tau was the first fraternity to eliminate pledgeship.

■College Governance.

Because all members of the College are responsible for nurturing freedom and values in the institution, Monmouth has traditionally invested considerable authority in its student body. The College has fostered the candid evaluation by students of its academic and extracurricular programs, even as it has encouraged open discussion of social issues. Monmouth has long recognized that it must be shaped by students' interests and responsive to students' needs. Accordingly, the College provides extensive opportunities for students to be involved at all levels of its decision-making processes.

The College's system of governance involves three bodies that work together for the welfare of the whole. The Monmouth College Board of Trustees has the legal responsibility and authority for managing the College's resources. It delegates certain powers to the College's administrative officers, faculty, and students. The Board of Trustees is composed of no fewer than 33 directors, nine

of whom serve as trustees on the Executive Committee. To ensure that students' views are heard in this highest assembly, the officers of the Student Association sit in all plenary sessions and with Board committees.

The faculty, charged with the responsibility for all the educational programs of the College, accomplishes its work through its Senate and various standing committees. Unless specifically excluded by the faculty's statutes, students participate on faculty committees, helping to develop policies for the regulation of the institution's corporate life. The monthly meetings of the faculty are open to students, and any member of the College may speak to an issue on the floor.

The body politic of Monmouth's students is the Student Association, which has a wide interest in and responsibility for the quality of student life. Its legislative body is the Student Senate, which is made up of the association's officers and elected representatives. It is from this body, normally, that recommendations for action and proposals for change go to the faculty and the trustees.

■ Rights and Responsibilities.

The College guarantees its students a number of rights consistent with its encouragement of individual freedom. The right of every student to petition the faculty on his or her own behalf is complemented by the right to speak to larger questions before the whole faculty in assembly. The right of free expression in the College newspaper and in other publications is long-standing, as is the right of students collectively to decide on the use of student activity funds. In turn, students, as members of a free community, are expected to share responsibility for the welfare of the College and to defend its good name.

Accordingly, the Student Association has established certain rules for the regulation of student life, encouraging a climate of shared social responsibility in which individual freedom for all can flourish. These freedoms and responsibilities are detailed in the student handbook.

Particular regulations deal with the use of alcoholic beverages on campus; the College's position is, briefly, that it will permit students in their residences to exercise responsibly those freedoms in the use of alcohol afforded them by the State of Illinois and that it will attempt to educate them to the potential dangers of what is now known to be a drug.

The College allows a student in good standing to keep an automobile on campus, provided that the vehicle is registered with the College.

In accepting admission to and enrolling at Monmouth College, students implicitly agree to comply with College regulations while they are students under the College's jurisdiction.

Monmouth College reserves the right to suspend or dismiss a student whenever in its judgment the welfare of the College community demands such action.

■ Wackerle Career and Leadership Center.

The Wackerle Career and Leadership Center has four main components; career development, leadership development, service learning and involvement. The Center provides opportunities to develop an understanding of self as it relates to individual leadership development and the world of work. The center provides services to help students assess career interests, measure aptitudes, prepare for job interviews and compile credentials. Opportunities are also provided for explorations into individual leadership

styles with a focus on collaborative leadership development.

Workshops and special programs on career and leadership development are offered regularly. A job vacancy newsletter; a teacher candidate directory; a senior resume book; practical paid and volunteer work experience; internships; and interview opportunities with potential employers, graduate and professional schools, and alumni are also available.

There are many opportunities for students to volunteer on campus, in the community, and on the global level. The Monmouth College students are actively participating in Habitat for Humanity, tutoring programs, Big Brother/Sister, Friends for Seniors, alternative Spring Break, and church sponsored activities.

The TNT Involvement Center, located in the Stockdale Student Center, is a satellite office of the Wackerle Center. The TNT Involvement Center seeks to inform, support, and promote leadership development through involvement on campus, within the organizations, within communities and at the global level.

■Mellinger Teaching and Learning Center.

Located next to Fulton Hall, the Mellinger Teaching and Learning Center provides academic services that may help students with their developmental of remedial needs in writing, speech development and mathematics. The center is equipped with networked computer workstations and a printer. It is staffed regularly by Writing Fellows who provide technical assistance to students. The center occasionally hosts special events such as poetry readings.

ACADEMIC PROGRAM

THE MONMOUTH PLAN

■ The Semester Calendar.

The academic year at Monmouth is organized into two semesters. In each semester, students ordinarily take 15 to 16 credits. The first semester begins in early September, ending before the Christmas holidays. The second semester begins in late January, ending in mid-May. Depending on the credit value of each course, students might anticipate taking between four and six courses each semester.

Most courses meet for three 50-minute periods or two 75-minute periods a week, with laboratory or studio courses having additional sessions. Individual courses are worth one to 12 semester hours.

■ The Monmouth Curriculum.

The program of study at Monmouth College is a distinctive answer to questions that critics of higher education have increasingly urged upon America's colleges and universities: What form of undergraduate education best prepares students to live in a rapidly changing world? How can we provide students with marketable skills and at the same time propose the continuing values of liberal education? How can the specific interests of the individual be balanced by the larger concerns of humanity?

Reaffirming Monmouth's commitment to the best traditions of American collegiate education, the curriculum adopted by the faculty in 1981 comprises four elements: the freshman seminar, the required components in general education, the student's major program, and elective courses. While each of these elements has its specific purpose, together they create a four-year framework for liberal education. The required elements provide a structure to guide students toward the essential goals of liberal education. At the same time, other elements permit students to make advised choices among appropriate alternatives.

The curriculum sets up creative interchanges between general requirements and specific interests, as well as between the largest commitments of the College and the particular emphases of individual courses. The liberalizing processes are realized through these exchanges over the four years of study. The general education sequence provides the larger context of knowledge and human experience, raises questions of meaning and value, and provides a basis for judging the purposes and methods of particular disciplines. On the other hand, work in a single area of interest permits a student to develop special skills and to use the methodology of the discipline for inquiry in depth; it teaches students to handle the detailed information of specialized study and to apply understanding to their specific purposes.

•THE FRESHMAN SEMINAR. The

seminar, taken by all freshmen in their first semester, addresses the purposes of liberal and collegiate education. It helps freshmen to integrate themselves into the life of the College and to develop those skills essential to college work: critically reading a text, writing papers, using the library, thinking analytically, and communicating ideas orally. As a foundation course for the general education program, the seminar raises basic questions about human beings and their achievements, values, and purposes —questions the student will encounter again and again, in one form or another, both in the College and outside it.

Students meet three times a week with a faculty seminar leader, and all seminar groups meet together on Tuesday at 11 a.m. for a colloquium, lecture, or other presentation. Students earn four semester hours of credit for the seminar.

•DEPARTMENTAL MAJOR. To bring coherence to their course work, students eventually organize their academic program about their special interest, the major study. Sometimes the major is directly linked to the career the student intends to follow, but often it is not. A major program is a comprehensive examination of a particular discipline or topic, a rigorous study in depth that leads the student to understand what is necessary to claim knowledge of or competence in a subject.

Students may take a major program in a single discipline, fulfilling the requirements set by the department. The departmental major provides an appropriate culminating experience during the senior year: a special seminar, a thesis, or an independent study project.

Each department publishes a description of the purposes and scope of the major program in its discipline(s), identifying the courses that are required. No more than 40 semester hours may be required in a discipline. Students may take additional courses in the department as electives, but they may count no more than 50 semester hours in a single department toward the 124 semester hours required for the degree. (The Curriculum Committee can recommend exceptions to the faculty.)

•TOPICAL MAJOR. The topical major provides a unique opportunity for the student who wants to pursue in depth an interest area that bridges the subject area of several departments. The student's advisor plays an important role in helping to plan a topical major. The topical major consists of at least 36 semester hours, 18 of them at the 300 or 400 level. One of these courses must be designated as the culminating experience. The Admissions and Academic Status Committee must approve the proposed courses and formally appoint the advisor who will guide the student. Requests for approval must be filed at least one year before the student's graduation.

•FREE ELECTIVES. The Monmouth curriculum provides students with 10 to 14 elective courses, depending upon the scope of their major program. Electives provide opportunities for enrichment and experimentation. A student may choose to take additional courses in the major department (up to the limit of 50 semester hours), to develop a minor, or to enhance the work of the general education program.

•GENERAL EDUCATION COMPONENTS. The titles of the components of the general education program direct students' attention toward the lasting concerns of educated men and women, interests that go beyond the college years and academic institutions. General educa-

tion is more than a simple call for breadth or for diversifying in many academic departments. It is a purposeful inquiry into those activities, forms, and institutions that define civilization and those experiences that define our shared humanity. General education is intended to help students look beyond individual courses and disciplines to those topics that should interest them for a lifetime.

The Monmouth curriculum identifies the largest elements of the College's academic interests as the five components of the general education program. Each component intentionally crosses the traditional lines of the academic divisions, arguing implicitly that these concerns cannot be contained within the disciplines. Each proposes that a synthesis of the disciplines is necessary if knowledge is to serve the largest human interests.

The general education program, which accounts for 37 of the 124 semester hours required for graduation, is organized so that the student is enrolled in at least one component each year. The components called *Language* and *Issues and Ideas* are required respectively in the freshman and senior years. The other three components may be distributed to suit the student's schedule, provided that other conditions are met.

Language. The creation and use of language is the most significant achievement of human beings, for our ability to organize our understanding in verbal symbols and to communicate sets us apart from all other life forms. The symbols of our language make communication possible at many different levels of meaning and allow us to translate our private experience into universal terms. Our native language admits us to the experience of all who use and have used it. It is the medium that bears the largest part of our cultural heritage from one generation to another. A sure understanding of language is the foundation of all knowledge, and the ability to use verbal symbols effectively is the most important of all skills.

At its deepest levels, language communicates in metaphorical terms, conveying feelings and intuitions that cannot be expressed in direct, literal language. Beyond examining the oral and written uses of language as explicit forms of communication, then, the study of language also entails considering the symbolic uses of words to express more than literal meanings, to create particular effects, or to influence the reader or listener in certain ways.

This component provides that every student have experience with a second language. The study of a foreign language allows students to see that their native language often reflects cultural needs and interests at the same time that it shares many basic patterns with other languages.

No element of this component is considered complete in itself. Even together they are only an introduction to what must be a continuing activity for all students: the effort to attain a more sophisticated understanding of language and ever greater skill in its use. For it is language which nearly completely defines our intellectual world and our common human experience.

The requirements in this component are (a) one course in speech that deals with communication theory and provides practice in spoken English, taken in the freshman year; (b) one course, Composition and Literature (English 110), that deals with the metaphorical use of language and provides experience in writing, taken in the freshman year; and (c) competence in a foreign language at the level

of the 102 course. The classics and modern foreign languages departments place or exempt students on the basis of competence demonstrated in prior study and/or a test administered during new student orientation. International students whose native language is other than English meet the foreign language requirements by demonstrating their competency in English, which is for them a foreign language.

The Physical Universe and Its Life Forms. Human beings are part of nature even while they transcend it by examining and describing it and by imagining very different worlds. Any statement about human beings that ignores their relationship to the rest of nature is incomplete and misleading. The natural world is usually dealt with as though it could be divided into two parts: the physical universe and living things. That division, convenient but arbitrary, is useful because the differences between the two seem obvious. Yet living things are an integral part of the physical universe, made of the same stuff and obedient to the same laws. Humankind shares with all other living things the limitations imposed by natural laws, but human beings, having learned how to manipulate nature, have responsibilities not shared by other life forms.

In this component, students become sufficiently acquainted with the workings of the biological and physical worlds to understand the place of human beings in nature and their dependence on both the physical universe and the rest of the living world. They see the fragility of planet Earth and the living things upon it, and they perceive their responsibility to preserve and conserve these two worlds. Students also gain a working knowledge of the philosophy and methods of scientists as well as an appreciation of the limits of science and its mechanistic view of the natural world.

The requirements in this component are two courses, preferably taken before the end of the junior year: (a) one course with laboratory in chemistry or physics; and (b) one unit course with laboratory in biology or psychology.

Beauty and Meaning in Works of Art. Works of art—achievements of the creative imagination in literature, music, art, and theater—are among the supreme accomplishments of the human spirit. Other components of the general education program emphasize human beings in the group; here the central interest is the creations of individuals. Yet that interest is tempered by the recognition that great works of art seem to evoke a universal response.

Human beings have found in the arts ways to comprehend their world and to celebrate their creativity, to shape and give order to their experience of life, to express their most private feelings, and to affirm their sense of a universal human community. The arts transmit the wealth of the past to contemporary civilization and give promise of transmitting to the future the best of the present.

To value the arts fully, students should learn their appreciation and participate in their creation. In this component the study of great examples of a particular art form is balanced by creative work: writing, painting, composing, playing, or making.

The requirements in this component are five semester hours, preferably taken before the end of the junior year: (a) one course emphasizing appreciation; and (b) two semester hours emphasizing participation in the creative process.

Human Societies. Humans are social beings, our lives and ideas considerably shaped by society and its institutions. Formative influences come to us from our

immediate contact with others (our family and friends), from our experiences in institutions and organizations (schools, corporations, churches, and government), and from that large, subtle, pervasive set of ways of thinking and doing that we call culture. Society shapes us in ways we may not suspect. It may affect our attitudes of trust and mistrust, of optimism or pessimism; it may influence our sense of community or individual identity and provide the store of ideas within which we do our thinking.

Just as we need to understand the influences of our own society, so to function effectively in an age of cultural pluralism we need to study societies different from our own. The comparative study of societies helps us look critically upon assumptions we might otherwise never challenge and it enhances our appreciation of our own culture.

The requirements of this sequence are Interdisciplinary Studies 201, a sophomore-level course in comparative societies, followed by one course within a discipline focusing on a particular society or institution.

Students may be exempted from this latter course for an off-campus program.

Issues and Ideas. The final requirement in the general education program consists of courses which address issues and ideas that any responsible citizen must confront. These are courses which draw upon the maturity and intellectual flexibility of students in their senior year. They engage the student with problems and ideas that directly address the conditions and well-being of life.

These courses include, but are not limited to, issues and ideas such as the continuing presence of wars; what we understand a just society to be; the question of personal identity and the self; or responsible relationships with the natural world.

These courses incorporate the perspectives of various viewpoints since they deal with questions that transcend immediate professional and intellectual vantages. They elicit a recognition of and a critical response to shared and continuing human concerns.

Students are expected to complete one course in their senior year.

■Requirements for the Degree.

In summary form, these are the requirements for the degree:

1. Four years of academic work in which the student earns at least 124 semester hours of credit. An average of C (2.00) or higher must be obtained in course work taken at Monmouth College. The senior year residency requirement stipulates that after attaining senior status (90 semester hours), at least 27 semester hours of the remaining credits required for the degree must be granted by the College.

2. Completion of the freshman seminar with a passing grade.

3. Completion of a major program with at least a C- grade in courses counted toward the major and an overall C average (2.0) in those courses.

4. Completion of the five components of the general education program: *Language*, *The Physical Universe and Its Life Forms*, *Beauty and Meaning in Works of Art*, *Human Societies*, and *Issues and Ideas.*

5. Payment of all current financial obligations to the College.

■Application for Degree.

Candidates for the Bachelor of Arts degree must make formal application to the registrar one year in advance of their expected graduation.

■General Education Courses.

Courses that satisfy the requirements of the general education program are designated by the faculty. In addition to the courses listed, some courses that vary in content satisfy requirements when particular topics are offered. Such courses are listed in semester course schedules.

•*LANGUAGE.*

(a) One course in speech that deals with communication theory and provides practice in spoken English, taken in the freshman year: Communication and Theater Arts 101. Fundamentals of Communication.

(b) One course that deals with the metaphorical use of language and provides experience in writing, taken in the freshman year: English 110. Composition and Literature.

(c) Competence in a foreign language at the level of the 102 course, in the freshman or sophomore year:

French 101-102. Elementary.
German 101-102. Elementary.
Greek 101-102. Elementary.
or Greek 101-212. Elementary-Biblical.
Latin 101-102. Elementary.
Spanish 101-102. Elementary.

•*THE PHYSICAL UNIVERSE AND ITS LIFE FORMS.* Two courses taken before the end of the junior year.

(a) One course with laboratory in chemistry or physics:

Chemistry 100. Chemistry: A Cultural Approach
Chemistry 130. Organic Chemistry I.
(Satisfies requirement of students in a program in health careers and for students who complete the chemistry sequence through Chemistry 220.)
Physics 103. Astronomy.
Physics 130. Introduction to Physics I.
Physics 132. Introduction to Physics II.

(b) One course with laboratory in biology or psychology:

Biology 101. Life on Earth.
Biology 111. General Zoology.
(Satisfies requirement for biology, environmental science and health career majors only.)
Biology 112. General Botany.
(Satisfies requirement for biology, and environmental science majors only.)
Biology 201. Field Botany.
Psychology 101. Introduction to Psychology.

•*BEAUTY AND MEANING IN WORKS OF ART.* Five semester hours taken before the end of the junior year.

(a) One course emphasizing appreciation and interpretation:

Art 200. Introduction to the History of Art: Prehistoric Through Medieval.
Art 201. Art History Survey: Renaissance Through Modern.
Art 306. Women, Art, and Feminism.
Classics 210. Ancient Literature.
Classics 230. Classical Mythology.
Communication and Theater Arts 171. Introduction to Theater and Cinema Appreciation.
Communication and Theater Arts 273. The Classical Theater.
Communication and Theater Arts 275. The Modern Theater.
English 240. Russian Literature of the 19th Century.
History 206. The Enlightenment.
History 207. Modernism.
History 208. 19th-Century Arts and Letters.
History 209. Soviet Cultural History.
Music 101. Introduction to Music.
Music 203. Evolution of Jazz.
Philosophy 315. Aesthetics.

(b) Two semester hours emphasizing participation in the creative process:

Art 121. Drawing I.
Art 123. Sculpture I.
Art 125. Ceramics I: Hand-built Clay.
Art 126. Ceramics I: Wheel-thrown Clay.
Art 142. Painting I.
Art 211. Design.
Art 236. Photography.
Communication and Theater Arts 127. Theater Arts: Workshops
Communication and Theater Arts 173. Introduction to Technical Theater.
Communication and Theater Arts 175. Beginning Acting.
English 210. Creative Writing.
Music 131. Jazz Band.
Music 132. Chorale.
Music 133. Sound of Five: Vocal.
Music 134. Vocal Chamber Music.
Music 145/146. Piano.
Music 151/152. Voice.
Music 153/154. Strings, Fretted
Music 155/156. Strings: Cello.
Music 161/162. Woodwinds.
Music 165/166. Brass.
Music 171/172. Percussion.
Music 181. Chorale.
Music 182. Instrumental Chamber Music.
Music 184. Concert Choir.
Music 185. Wind Ensemble.
Music 186. Pipes and Drums.

•*HUMAN SOCIETIES.* Two courses at the sophomore or junior level taken before the end of the junior year.

(a) One course in comparative societies: Interdisciplinary Studies 201. Comparative Societies, taken during the sophomore year.

(b) One course focusing on a particular society or institution.

Art 304. Asian Art and Culture.
Business Administration 110. Evolution of Commercial Institutions.
Business Administration 111, 112, 113, 114: Industry Analysis.
Communication and Theater Arts 261. Mass Media and Modern Society.
Classics 211. History of Greece.
Classics 212. History of Rome.
Classics 240. Ancient Society.
Economics 120. Contemporary Economic Problems.
Economics 200. Principles of Economics.
Economics 351. Comparative Economic Systems.
Government 103. American Politics. (Satisfies requirement for Teacher Certification candidates only.)
Government 202. Modern Japan.
Government 245. The Politics of Developing Nations.
Government 270. Global Affairs.
History 110. American History 1492-1750. (Satisfies requirement for Teacher Certification candidates only.)
History 111. United States History 1750-1900. (Satisfies requirement for Teacher Certification candidates only.)
History 112. United States History 1900-Present. (Satisfies requirement for Teacher Certification candidates only.)
History 202. Modern Japan.
History 211. History of Greece.
History 212. History of Rome.
History 222. Medieval History.
History 240. Ancient Society.
History 302. History of the Middle East.
History 303. History of India and South Asia.
History 304. History of Sub-Sahara Africa.
History 305. History of Mexico.
Philosophy 207. Ethics: Philosophical

and Religious.
Philosophy 300. Philosophy and Religions of Asia.
Philosophy 307. Modern and Contemporary Philosophy.
Philosophy 309. Classical and Medieval Philosophy.
Psychology 340. Personality.
Religious Studies 101. Introduction to the Old Testament.
Religious Studies 103. Friends, Neighbors, Lovers, and Enemies.
Religious Studies 200. Topics in the History of Christian Thought.
Religious Studies 207. Ethics: Philosophical and Religious.
Religious Studies 210. Judaism and Islam.
Religious Studies 207. Ethics: Philosophical and Religious.
Religious Studies 244. The Politics of Islam.
Religious Studies 300. Philosophy and Religions of Asia.
Religious Studies 211G. Introduction to Judaism.
Religious Studies 212. Introduction to Islam.
Religious Studies 303. History of India and South Asia.
Sociology 327. Sociology of Medicine.
Sociology 341. Urban Sociology.
Sociology 347. Gender, Race and Ethnicity

•*ISSUES AND IDEAS*. One course taken in the senior year:
ISSI 402. Classical Mythology and Religion.
ISSI 405. The Future of Religions in Our Twenty-first Century.
ISSI 408. Personal Identity.
ISSI 410. Environmental Ethics.
ISSI 426. Feminist Approaches to Literature and Society.
ISSI 434. War and Peace.
ISSI 435. Political Philosophy from Plato to the Present.
ISSI 436. Poetics of the Self.
ISSI 437. The New Individual.
ISSI 444. The Politics of Islam.
ISSI 468. The Arts in Society.
ISSI 472. Fiction and Industrial Society.
ISSI 477. Energy Resources.
ISSI 479. Cosmology and Creation.

ACADEMIC POLICIES

■Advanced Standing.

Monmouth College recognizes both the Advanced Placement Program (APP) and the International Baccalaureate Program (IBP).

APP credit is granted for examinations receiving a score of 3 or better in disciplines offered by the college.

IBP credit is granted in the following manner. Five semester hours is granted for each of the three IBP Higher Level Examinations passed with a score of 4 or better. Fifteen additional hours of credit will be granted to students who possess the IBP Diploma and who have passed the three subsidiary examinations with scores of at least 4 on each of the examinations.

In both cases the assignment of credit toward Monmouth College general education requirements will be made on an individual basis by the registrar in consultation with the appropriate academic departments.

In addition, placement without credit may be granted on the basis of a test administered by a department.

■Credit by Examination.

A student in good academic standing may earn credit in a course, but no grades, by satisfactory performance on an examination which is administered by the department concerned and is sufficiently comprehensive to prove mastery of the course. Such an examination may require

a written part, an oral part, a term paper, and a laboratory experience. Performance at the C- level shall be the minimum acceptable; however, the individual departments may set higher standards. A student may not earn credit by examination for any course for which credit has already been earned. A maximum of five semester credits can be earned through credit by examination.

Prior to taking such an examination, a student must secure the written approval of the advisor, the chair of the department, the instructor who will administer the examination, and the Vice President for Academic Affairs. The student shall be advised of the score of the examination and whether the department requires minimum performance of a higher level than C-.

The fee is one-half the charge assessed per semester credit.

■ Enrollment in an Overload.

A student may register for an overload of 19 or 20 semester hours upon approval of the advisor. A student in the first semester of residence or on probation must also have the approval of the Admissions and Academic Status Committee of the faculty.

A student wishing to register for more than 20 semester hours must have the approval of the Admissions and Academic Status Committee.

■ Class Attendance.

Monmouth College expects students to attend class and holds them responsible for all work assigned in a course. Faculty members set their own specific attendance policies which are described in their syllabi.

When, in the instructor's judgment, a student has excessive absences, he/she may place the student on a "No-Cut" status and require that all further absences be explained or excused. The instructor will notify the student's academic advisor and the Vice President for Academic Affairs that the student has been placed on "No-Cut." Students who continue to miss classes after being placed on this status may be dismissed from the course with an F.

A student will be dropped from a course if he/she misses the first two class meetings, the course has a limited enrollment, and the instructor requests that the student be withdrawn. The student will not be dropped if he/she previously indicates to the registrar that the place be held and the reason given represents a valid necessity.

■ Registration.

Students must register at the scheduled time for all courses for which they seek credit. They must assume responsibility for being properly enrolled in each course. Details of the registration process are sent to students in a timely fashion by the registrar's office. (New students select courses during the summer registration period.) Courses are selected in consultation with the student's faculty advisor. All changes in registration require the written permission of the course instructors involved and the student's advisor. A fee is charged for each course change made after the first week of classes. No student may add a course after the first week of classes. A course cannot be dropped after the ninth week without the permission of the Vice President for Academic Affairs.

■ The Grading System.

The grading system at Monmouth uses these symbols: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F. Other symbols used in appropriate circumstances are W (Withdrawn Passing), WF (Withdrawn Failing), I (Incomplete), IP (In Progress), CR (Credit),

NC (No Credit), AU (Audited course), and NAU (Audited course not fulfilled).

•THE W (WITHDRAWN PASSING) is used when a student withdraws from a course before the end of the ninth week. To withdraw from a course after the first week, a student must have the consent of the instructor of the course and the advisor. A student cannot withdraw from a course after the ninth week of classes except for illness or other circumstances beyond his or her control. The approval of the Vice President for Academic Affairs is necessary. If the student is permitted to withdraw after the ninth week, the instructor reports W (Withdrawn Passing) or WF (Withdrawn Failing).

•THE I (INCOMPLETE) may be given when a situation arises that is beyond the student's control and which precludes completion of required work or if the instructor needs further time for evaluation.

For an incomplete grade received during the fall semester or summer session, the student will ordinarily complete the work by the end of the second week of the following semester. For an incomplete grade received during the spring semester, the student will ordinarily have a period of three weeks, commencing immediately after the last College examination day, to complete the required work.

If the work is not completed at the end of the designated time, the registrar will consult with the instructor as to the disposition of the grade (normally conversion to an "F" grade).

It is generally the responsibility of the student to take the initiative in requesting the incomplete grade and making arrangements with the instructor for its removal.

•THE IP (IN PROGRESS) is appropriate for those courses in which the work may not normally be completed in one semester (seminar, individualized study, research, etc.). However, it is expected that the work will be completed in the subsequent semester.

If, at the end of the semester subsequent to the one in which the work began, the course requirements are not completed, the registrar will consult with the instructor as to the disposition of the grade (normally conversion to an "F" grade).

•CR (CREDIT) and NC (NO CREDIT) are the marks recorded for courses in which traditional grades (A, B, and so forth) are not awarded. Such courses are noted in the catalog.

■Grade-Point Average.

For the purpose of computing a student's average, A = 4, A- = 3.667, B+ = 3.333, B = 3, B- = 2.667, C+ = 2.333, C = 2, C- = 1.667, D+ = 1.333, D = 1, D- = 0.667, and F = 0. The average is determined by dividing the number of points earned during the semester by the number of graded credits carried. The cumulative grade-point average is the total of all grade points earned divided by the total number of graded credits taken. Courses transferred from other institutions are not included in the grade-point average. Only courses for which final letter grades have been recorded are included in the grade-point average.

Courses taken after graduation are not included in the cumulative grade-point average.

■Repeating a Course.

Repeating a course eliminates the grade and credit previously earned and substitutes for it the current grade and credit earned in the calculation of the grade-point average. Both the earlier grade and the later grade continue to be shown on

the transcript. Repeating a course may or may not improve a student's academic situation and could have financial aid implications. A student considering repeating a course should consult an advisor, the Registrar, and Director of Financial Aid.

■Appeals and Petitions.

A student has the right of appeal regarding any academic regulation. A student wishing to appeal a grade should first consult the instructor awarding the grade, then the chair of the department. Further appeal can be made by petitioning the Vice President for Academic Affairs, who may act or send the petition to the Admissions and Academic Affairs Committee of the faculty for its consideration and advice. A separate grievance procedure applies on matters related to teacher education and certification issues and the procedure in such situations is governed by the statement of Teacher Education Program Procedures.

■Academic Honors.

•COLLEGE HONORS AT GRADUATION. College Honors celebrate overall academic achievement. Students with a cumulative grade-point average of 3.50 or higher are graduated cum laude, with 3.75 or higher magna cum laude, and with 3.90 or higher summa cum laude.

•HONOR SCHOLARS. Students who successfully complete the Honors Program will be recognized at Commencement; this status will also be noted on transcripts.

•DEPARTMENTAL HONORS. Departmental Honors at graduation are based on superior performance in the culminating experience of the major department, provided that the student has a grade-point average of 3.50 or higher in courses taken toward the major in that department. The department may establish additional requirements.

•ELIGIBILITY FOR DEAN'S LIST. At the end of each semester, students earning at least 12 semester hours of letter-grade credits and achieving a grade-point average of 3.67 or higher are named to the Dean's List.

•ELIGIBILITY FOR HONOR ROLL. At the end of each semester, students earning at least 12 semester hours of letter-grade credits and achieving a grade-point average of 3.50 or higher are named to the Honor Roll.

■Academic Status.

•CLASSIFICATION. A full-time student is any student officially enrolled for 12 or more credits per semester. Part-time students are classified as follows: A half-time student is any student enrolled for fewer than 12 but not fewer than six credits per semester. A student who is less than half-time is one officially enrolled for fewer than six credits per semester. Official enrollment is defined as the credits for which a student is registered at the end of the period for adding a course.

All students are classified at the beginning of each semester on the number of credits earned: freshman, fewer than 28 credits; sophomore, 28 but fewer than 59 credits; junior, 59 but fewer than 90 credits; and senior, 90 or more credits.

■Academic Progress and Standing.

The typical full-time, degree-seeking student earns 14-17 hours each semester. By earning 31 semester hours each year a student will normally have earned the 124 semester hours needed to graduate within four years. A student must continue to progress and earn hours toward the degree in order to maintain acceptable academic standing. When a student falls below the acceptable standard, probation or dismissal occurs.

ACADEMIC PROGRESS REQUIREMENTS

		SATISFACTORY				UNSATISFACTORY		
		Expected		Acceptable		Probation		Dismissal****
Semester In Attendance	Cumulative Registered Hours*	Cumulative Earned Hours**	Min. Req. Cumulative GPA	Cumulative Earned Hours**	Min. Req. Cumulative GPA	Cumulative Earned Hours**	Min. Req. Cumulative GPA	Cumulative GPA
1	15	15	2.0	12	1.6	<12	<1.60	<0.8
2	31	31	2.0	24	1.8	<24	<1.8	<1.4
3	46	46	2.0	36	1.9	<36	<1.9	<1.6
4	62***	62	2.0	48	2.0	<48	<2.0	<1.7
5	77	77	2.0	60	2.0	<60	NA	<2.0
6	93	93	2.0	72	2.0	<72	NA	<2.0
7	108	108	2.0	85	2.0	<85	NA	<2.0
8	124	124	2.0	98	2.0	<98	NA	<2.0
9				111	2.0	<111	NA	<2.0
10				124	2.0	<124	NA	<2.0

* Registered hours include all transfer credits and all hours for which a student was officially enrolled (excluding audit classes) at the end of the period for adding a course.

** Earned hours include all transfer credits and all hours a student has successfully completed at Monmouth College.

*** After reaching a combined sum of 60 "registered semester hours," a student will immediately lose eligibility for all Federal, State and Monmouth College financial assistance if the student's cumulative GPA falls below 2.00.

**** Dismissal may also result from insufficient cumulative semester hours earned. Please refer to the text.

The table at the top of page 23 sets forth the college's expectations for acceptable academic progress and standing. It also outlines the college's probation and dismissal guidelines when a student falls below acceptable academic progress and standing.

Transfer Policies.

•TRANSFERS FROM OTHER INSTITUTIONS. Students who wish to transfer to Monmouth College must submit all previous college transcripts and should meet with the transfer coordinator to discuss the application process. The Registrar will complete a transcript analysis to determine the academic status of the transfer student. Any course taken at another accredited institution is transferred provided that a grade of C- or higher was earned and that the course is acceptable at Monmouth College. Grades of transferred courses are not included in calculating grade-point averages. No student will be allowed to exceed 62 total transfer credits.

The Dean of Admission admits qualified transfer students who seek to matriculate at Monmouth College. (See Admission Section of Catalog). Prior to paying the enrollment deposit and registering for classes, transfer students, with assistance from the transfer coordinator, should meet with a professor in the department in which they wish to major. During this visit, the faculty member will identify which transfer courses count toward the major and determine the number of remaining courses required in the major. Finally, working together, the student and faculty member will design the graduation plan. This visit is essential in that it provides transfer students an opportunity to find out more about their fields of study and to estimate the projected time it will take to complete a degree at Monmouth College.

•TRANSFER OF CREDIT FOR CURRENT STUDENTS. For students enrolled at Monmouth College, the written approval of the registrar and the advisor is required in advance if courses are to be taken at

another institution for transfer credit. No more than 31 transfer credits will be allowed after matriculation (However, see Senior Residency on page 15). No student will be allowed to exceed 62 total transfer credits. The transfer of credits is not complete until the Registrar receives an official transcript from the institution at which the work was taken. Work that is being transferred is not considered in determining a student's academic status until the transcript is received.

•ASSOCIATE DEGREE TRANSFERS. The registrar determines which transferred courses satisfy the degree requirements of Monmouth College. A community college graduate who has been admitted to Monmouth College with the Associate of Arts or Associate of Science degree may be admitted with junior standing (that is, with a maximum of 62 semester hours of transfer credit).

■Academic Probation and Dismissal.

Academic probation is a serious warning status. Monmouth College alerts students with a pattern of low grades or slow accumulation of hours that their performance, if continued, will not qualify them to continue at Monmouth College. A student placed on academic probation will be required to consult with a faculty advisor and to draw up a plan detailing steps toward recovery of acceptable academic status. In addition, students on probation may be restricted by the Admissions and Academic Status Committee from participation in extracurricular activities for the term of the academic probation.

A student may be placed on probation for a maximum of two consecutive semesters. In the first semester of academic probation the student must attain a semester GPA of at least 2.00 and must earn at least 12 semester hours of credit to demonstrate acceptable progress toward academic acceptable standing. Failure to meet these requirements will result in dismissal at the end of the first semester of academic probation. By the end of the second consecutive semester on academic probation, the student's cumulative GPA and number of credits earned must comply with the minimum standards for academic acceptable standing set forth in the preceding tables. Failure to meet these requirements will result in dismissal at the end of the second semester of academic probation.

A student who has completed five or more semesters must constantly maintain a cumulative GPA of 2.00 or greater. Failure to maintain a cumulative GPA of 2.00 or greater after having completed five or more semesters will result in immediate dismissal. No probationary period will be granted.

■Non-Degree Seeking Students.

Non-degree seeking students need not complete course work as shown in the above referenced table but must maintain the cumulative grade point average of 1.60 prior to the completion of their first 24 credits, 1.80 after 24 credits but prior to completion of their first 48 credits, and 2.00 thereafter.

■Appeal Process.

A student has the right of appeal when notified of academic dismissal. A written appeal must be submitted to the Vice President for Academic Affairs within five days of receipt of notification. Appeals will normally be heard by the Admissions and Academic Status Committee, which will make its recommendation to the Vice President for Academic Affairs. The Vice President for Academic Affairs will render a final decision and the student will be notified of the decision prior to the begin-

ning of the following semester. Students should be aware that academic dismissal and loss of financial aid eligibility are two separate issues. Appeals must be made separately to the appropriate offices. For more information on Financial Aid Eligibility Appeals see the section entitled Financial Aid: Satisfactory Progress Policy.

The College may at any time dismiss a student when it is evident that the student is not serious in seeking an education at the College or when the student's academic performance or other behavior has become disruptive to the academic mission of the College.

The College seeks by these procedures to demonstrate its concern for the individual student as well as for a campus atmosphere conducive to serious academic effort. While wishing to help students recover from disappointing academic performance, the College will not encourage a student to stay who seems unlikely to benefit by remaining on campus.

Academic probation and dismissal are noted on the academic transcript.

■Financial Aid: Satisfactory Progress Policy.

Satisfactory academic standing is required in order for a student to maintain eligibility for financial assistance. At the end of each semester, after final grades have been issued, the Director of Financial Aid will verify the academic standing of each student.

Students who qualify to enroll at Monmouth College and who have registered for a combined sum of fewer than 60 semester hours remain eligible for financial assistance at Monmouth College. "Registered Semester Hours" include all transfer hours and all hours for which a student has officially enrolled (excluding audit classes) at Monmouth College. Official enrollment is defined as the hours for which a student is registered at the end of the period for adding a course. After reaching a combined sum of 60 "registered semester hours," a student will lose eligibility for all Federal, State, and Monmouth College financial assistance immediately if the student's cumulative GPA falls below 2.00. No advance warnings of pending loss of financial assistance can be given.

In any semester where a student has lost eligibility of financial assistance, the student may appeal to the Director of Financial Aid for the reinstatement of eligibility if the student can show that their cumulative GPA fell to less than 2.00 during the semester as the result of 1) the death of an immediate relative of the student, 2) a severe injury to the student, or 3) a severe illness of the student.

If an appeal is granted and the financial aid eligibility is restored, the student will be placed on financial aid probation and will be eligible to receive financial assistance for one semester. If, at the end of the semester on financial aid probation, a student does not establish a cumulative GPA of 2.00 or greater, no further aid eligibility can be allowed.

■Academic Expulsion.

Academic expulsion may be imposed if a student's performance following readmission after academic dismissal continues to fall below College standards. Such expulsion is a permanent separation of the student from the College and is noted on the transcript.

■Disciplinary Dismissal and Expulsion.

A student dismissed for disciplinary reasons will be given a grade of WF in cases where the work of the course has not been completed prior to dismissal. Dismissal for disciplinary reasons shall be for not less than the remainder of the

academic semester in which the action was taken and not more than one academic year. Students may apply for readmission upon the completion of the semester of dismissal.

A student who is expelled for disciplinary reasons will be given a grade of WF in cases where the work of the course has not been completed prior to expulsion. Students expelled for disciplinary reasons may not enroll at the College again.

Disciplinary dismissal and expulsion shall be recorded on the academic record. When dismissed or expelled from the College, a student may not be eligible for a refund.

■ **Academic Dishonesty.** Academic dishonesty may result not only in failure in the course, but in dismissal or expulsion from the College. Incidents of academic dishonesty will be reported to the Vice President for Academic Affairs.

■ **Auditing a Course.** To encourage students to broaden their educational experience as much as possible, Monmouth College offers students the opportunity to audit courses. Auditing means attending lecture sessions but not writing papers, participating in laboratory work, or taking exams. While the student receives no academic credit, if attendance has been satisfactory, AU will be recorded on the student's permanent transcript.

Full-time students may audit courses without charge, if there is space available at the conclusion of the enrollment period. Part-time students will be charged an audit fee.

Students may change the audit credit to academic credit during the first week of classes; academic credit may be changed to audit credit prior to the last six weeks of the semester and such a change is reflected on the transcript. Students may later repeat an audited course for academic credit.

■ **Course Syllabi.**

Each instructor provides a syllabus (or assignment sheet) for each course so that students may better understand the course goals and their responsibilities in reaching these goals. This syllabus is given to the students at the first meeting of the class. This syllabus should include:

1. topics proposed to be covered in the course,

2. the approximate time when specific materials are proposed to be covered, examinations taken, and papers or projects completed,

3. the basis on which grades are determined and other relevant information regarding the course,

4. the means by which any major change in the syllabus would be announced.

■ **Final Examinations.**

The final examination period is considered to be a regular part of the academic semester. It is expected that instructors will administer final examinations in all regularly scheduled courses with the exception of independent studies. Each final examination must be given during its assigned examination period. In those infrequent cases of courses where traditional examination procedures do not appear applicable or practical, the instructor is expected to use the scheduled examination period as a scheduled class period for the semester.

■ **Convocations.**

The academic program of the College is supported by a weekly convocation program. Six to 10 times a semester, at 11 a.m. on Tuesday, all other academic activities, including classes, are suspended and faculty, students, and other members

of the College community gather in the Auditorium to hear an address by a guest speaker. The first convocation in the fall semester is a Matriculation Ceremony initiating freshmen into the College. Every April there is an Honors Convocation to recognize students for outstanding academic achievements.

■The Family Educational Rights and Privacy Act.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records.

2. The right to request the amendment of the students education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.

3. The right to withhold disclosure of Directory Information contained in the student's education records, except to the extent FERPA authorizes disclosure without consent.

4. The right to file with the U.S. Department of Education a complaint concerning alleged failures by Monmouth College to comply with the requirements of FERPA.

5. The right to obtain a copy of Monmouth College's FERPA Policy Statement which is on file in the Office of the Registrar.

Courses Of Instruction

ART

Cheryl L. Meeker, Associate Professor, Chair
Marjorie Blackwell, Assistant Professor
Stacy Lotz, Assistant Professor
Carla Markwart, Lecturer
Mary Phillips, Lecturer

■**Art Major.** The major in art requires at least 36 semester hours in the department, including Art 121; 123 or 125 or 126; 142 or 144; 200; 201; 240; nine semester hours from Art 211, 236, 241, 242, 244 (240, 241, 242, and 244 may be repeated for credit once and only one of these courses may be repeated); 302; six semester hours from Art 304, 306, 320, 361, or 420; and 450.

■**Art Minor.** A minor in art requires at least 21 semester hours in the department, including Art 121; four semester hours from Art 123, 125 or 126, 142, or 144; 200; 201; six semester hours from Art 211, 236, 240, 241, 242, 243, or 244; and 361.

■**Teacher Certification.** Students interested in certification to teach art at the secondary level are, in addition to the major described above, required to take Art 341, and if K-12 certification Art 334 must also be included. The department counsels such students to include Art 125 or 126 and 211 in their major. Additional requirements for teacher certification in elementary and secondary art are detailed in the catalog section about the Education Department.

121G. Drawing I. A study of composition (the organization of space and shapes) and materials (pencil, charcoal, and ink). Landscape, still life, and the human figure are emphasized as subjects. (Two credits.)

123G. Sculpture I. A study of three-dimensional form in clay, plaster, cast or welded metal, and wood. Problems in space, mass, and surface are emphasized in addition to various techniques. Written assignments concerning problems in sculpture are given. (Two credits.)

125G. Ceramics I: Hand-built Clay. An introduction to forming and firing of hand-built clay forms. Emphasizes the development of sensitivity to materials and processes and the acquisition of technical skills. Students complete several projects and gain a basic theoretical knowledge of clays, glazes, kilns, and firing. (Two credits.)

126G. Ceramics I: Wheel-thrown Clay. An introduction to forming and firing of wheel-thrown clay forms. Emphasizes the development of sensitivity to materials and processes and the acquisition of technical skills. Students complete several projects and gain a basic theoretical knowledge of clays, glazes, kilns, and firing. (Two credits.)

142G. Painting I. An introduction to the terms, media, and techniques of painting with special attention to color and composi-

tion. The variety of expression and style is explored. (Two credits.)

200G. Introduction to the History of Art: Prehistoric through Medieval. The course emphasizes a chronological study of major works of art from prehistory through the Gothic period. Certain monuments are considered in their cultural context to gain a more complete understanding of works of art and the particular times and places in which they were produced. (Three credits.)

201G. Introduction to the History of Art: Renaissance through Modern. The course emphasizes a chronological study of significant works of art from the Renaissance through the 20th century. Certain monuments are examined in their context to gain a more complete understanding of how art reflects the particular time and place in which it is produced. (Three credits.)

211G. Design. Fundamental elements and principles of two- and three-dimensional design are covered in projects that emphasize visual communication. (Offered alternate years in Spring Semester; 2000-2001, 2002-2003.) (Three credits.)

236G. Photography. A study of the basic operation of the camera, film processing, and printing. Includes lectures and readings on the history of photography. Several kinds of photographic images are produced, including double printing and serial imagery or cliche verre. Offered Spring Semester. (Three credits.)

240, 241, 242, and 244 may be repeated for credit once but only one of these courses may be repeated.

240. Drawing II. A continuation of Art 121 with increased emphasis on the skills and problems of the individual student. Prerequisite: Art 121. (Offered alternate years in Spring Semester; 2001-2002, 2003-2004.) (Three credits.)

241. Painting II. A continuation of Art 142 with increased emphasis on the skills and ideas of the individual student. Prerequisite: Art 142. (Three credits.)

242. Sculpture II. A continuation of Art 123 with more attention to the individual student's special needs and interests. Prerequisite: Art 123. (Three credits.)

244. Ceramics II. A continuation of Art 125 and/or 126 with emphasis on articulation of increasingly complex forms. Focus also on skills in loading and firing various kilns and glaze preparation. Prerequisite: Art 125 or Art 126 (Three credits.)

250. Special Topics. (Three credits.)

302. Contemporary Art. An examination of developments, major movements, and directions in art from 1900 to the present. The course emphasizes an analysis of art movements beginning with the abstract expressionists and concluding with recent trends. (Offered alternate years in spring semester; 2000-2001, 2002-2003.) (Three credits.)

304G. Asian Art and Culture. The course will provide a general introduction to the most significant art forms in Asian art and will shape the general student's awareness of the cultural heritage of the Far East. (Three credits.)

306G. Women, Art, and Feminism. A general introduction to the special position of women in art from the earliest documented record through contemporary eras by illustrating women's artistic production, and by critically examining the view of women in visual arts. Eras are examined in their cultural context to gain a complete understanding of how women's art production reflects the particular time and place in which it is produced. (Offered alternate years in spring semester; 2001-2002, 2003-2004.) (Three credits.)

320. Junior Independent Study. An individual program of research or a creative project arranged in consultation with the faculty and designed to meet the needs of the student. Prerequisite: 200 level studio course or consent of the instructor. (Three credits.)

334. Teaching of Art in the Elementary School. A study of the objectives, content, and methods involved in teaching elementary-school art. Prerequisite: Education 201 or consent of instructor. (Also Education 334.) (Three credits.)

341. Secondary Art Education Methods. A study of the role of art in the schools, trends in art education, instructional strategies, and the evaluation of student work. Opportunities to observe high school art programs are provided. Co requisite or prerequisite: Education 340. (Offered alternate years in fall semester; 2000-2001, 2002-2003.) (Three credits.)

361. Open Studio. An upper level studio course to provide a concentration on one medium beyond the 200 level or to explore the interrelationships of several media. May be repeated for credit. Prerequisite: 200 level studio course or consent of the instructor. (Three credits.)

420. Senior Independent Study. An individual program of research designed in consultation with the faculty in an area of special interest to the student. Prerequisite: 200 level studio course or consent of the instructor. (Three credits.)

450. Art Seminar. Art criticism, discussion of specialized topics, and individual creative projects. The senior art exhibition is a part of both the seminar and the art major and is the culminating experience of the art student's work. Required of senior art majors or by special permission of the faculty. Prerequisite: Art 302 or consent of the instructor. Offered Spring Semester. (Three credits.)

BIOLOGY

Kenneth Cramer, Associate Professor, Chair
Kevin Baldwin, Assistant Professor
Tonya Bittner, Visiting Assistant Professor
Carol Maillet, Assistant Professor
Ioana Popescu, Visiting Assistant Professor

The curriculum in biology offers an opportunity for students to understand the structures and processes that characterize life and to appreciate the tremendous diversity of living organisms. Course work is balanced among three scales of biological resolution: cellular, organismal, and ecological. An important component of the major is independent research that enables the student to become familiar with the process of science by investigating a specific biological problem in the laboratory or field.

Most courses are extensive rather than intensive in content, thus providing the student with considerable breadth in the biological sciences as a whole. Such training may lead to more specifically focused work in a graduate or professional program, to employment in government or industry, or to teaching at the secondary or college level. Biologists who are graduates of liberal arts colleges often offer employers a broader, more flexible outlook in approaching problems.

The department of biology occupies the fourth floor of the Haldeman-Thiessen Science Center. In addition to the comfortable classrooms and well-equipped laboratories that this building provides, the department has access to the facilities, habitats, and programs described below.

Ecological Field Station. In 1969, the department of biology established the Monmouth College Ecological Field Station on the backwaters of the Mississippi River near Keithsburg, Illinois. Just 30 minutes from campus, this classroom-laboratory in the field lends particular strength to the department's instruction in field-oriented courses. It is used as well for student and faculty research. The station is equipped for year-round use and offers ready access to a variety of upland and riparian woodlands and to the river itself.

LeSuer Nature Preserve. A recently acquired 16.5-acre plot of land within an easy 10-minute walk from campus will provide new opportunities for field research. Rolling hills bisected by a large stream offer upland grassland, forest, riparian, and aquatic habitats for study. Restoration of the entire area to pre-settlement conditions (including several acres of native tall grass prairie) will provide abundant opportunities for student research. Water quality and aquatic ecology studies are also possible in the stream.

Spring Grove Prairie. Members of the biology faculty are trustees of Spring Grove Cemetery, giving Monmouth students access to one of the finest virgin prairie plots in Illinois. The plants present in the plot remain from pre-settlement times. The plot therefore offers unique opportunities for research on prairie plants and soils and on the microfauna that find habitat among them.

Hamilton Pond. This healthy, freshwater environment was deeded to Monmouth College for use by the department of biology as a teaching resource. Just one block from campus, Hamilton Pond is a rich source of invertebrate animals and aquatic plants for use in laboratories. The pond also offers opportunities for research in aquatic biology.

ACM Wilderness Field Station. The Associated Colleges of the Midwest maintains a field station on the edge of the Boundary Waters Canoe Area wilderness in northern Minnesota. Each summer, the ACM administers two academic sessions at the station in which students can take course work for credit on their home campuses. Most courses are ecological in nature and emphasize familiarization with naturally occurring organisms and habitats by immersion in a wilderness setting. An extended canoe trip from the field station into Quetico Provincial Park of Canada constitutes a part of most courses.

■ **Biology Major.** The major in biology consists of Biology 111, 112, 200, 202, 204, 307 (or appropriate course at the ACM Wilderness Field Station), 350 (to be taken for two credits), 420, 421 (or appropriate summer research experience); Chemistry 130, 140, and 220/225 (taken concurrently); Mathematics 106, 151; and Physics 130, or approved substitute.

■ **Biology Minor.** A minor in biology consists of Biology 111, 112, 200, 202, 204, and 307 (or appropriate course at the ACM Wilderness Field Station).

■ **Teacher Certification.** The Biology major who seeks secondary certification must complete the major cited above. This work also qualifies the candidate to teach general science. Other requirements for certification are described in the Education Department section of the catalog. Education 342 must be included with this work.

101G. Life on Earth. A broad survey of organisms and life processes and the forces that shaped and continue to shape our ecosystem. (Four credits.)

111G. *General Zoology. A study of the animal kingdom that surveys major groups and investigates the structure, function, evolution, and ecology of representative forms. (Four credits.)

112G. **General Botany. Introduction to the traditional plant kingdom emphasizing the algae, fungi, bryophyta, ferns, conifers, and flowering plants. The taxonomy, life cycles, growth habits, gross structures, and limited functions are studied. (Four credits.)

121. Essentials of Nutrition. Introductory course emphasizing both the basic principles of nutrition and current topics such as weight control, dietary supplements, and specialized diets. (Three credits)

200. Cell Biology. Introductory study of the structure and function of living cells and their components. Prerequisites: Biology 111 or 112 and Chemistry 130. (Four credits.)

201G. Field Botany. A study of plant associations and the abiotic conditions that permit their development. The laboratory is concentrated at the Ecological Field Station with visits to other types of plant habitats. (Four credits.)

202. Genetics. An introduction to the principles of heredity in animals and plants, including the contemporary understanding of genes and gene mechanisms. Laboratory exercises use both plants and animals to elucidate genetic principles. Prerequisites: Junior standing, Biology 111 or 112 or 200 or consent of the instructor. (Four credits.)

203. Comparative Vertebrate Morphology. A comparative and functional study

of vertebrate anatomy from an evolutionary perspective. Taught in alternate years. Prerequisite: Biology 111. (Four credits.)

204. Human Anatomy and Physiology. A systematic analysis of the structure and function of the human body. Taught in alternate years. Prerequisite: Biology 111 or consent of the instructor. (Four credits.)

250. Special Topics. (One to four credits.)

300. Special Problems. A special course in a laboratory exercise, a field problem, or readings for the student who wishes to investigate a topic in biology beyond those normally offered. The particular problem is selected in consultation with the biology faculty. (One to three credits.)

302. Microbiology. A general study of microorganisms (bacteria and fungi). emphasizing morphology, physiology, ecological relationships, and the nature of disease and its control. Consideration is also given to viruses. Laboratory sessions provide for experimental demonstration of basic concepts and for familiarization with fundamental microbiological methods. Prerequisite: Biology 200. (Four credits.)

307. Ecology. An introduction to the principles and concepts that describe the interactions of living organisms with their environments. Laboratory sessions involve field study of local flora and fauna and their habitats with the aim of illustrating fundamental concepts and basic ecological methodology. Prerequisites: Biology 111 and 112 and Mathematics 106. (Four credits.)

308. Vertebrate Embryology. A descriptive study of development and differentiation in vertebrates. Laboratory sessions are balanced between detailed microscopic examination of vertebrate embryos and experimental study of growth processes. Taught in alternate years. Prerequisite: Biology 111. (Four credits.)

315. Field Zoology. Advanced study of the ecological relationships of animals in their natural environments, particularly as it relates to the conservation of biological diversity. Lectures focus on systematics, zoogeography, natural history, and conservation of animals. Labs emphasize: 1) identification and scientific nomenclature of animals groups with an emphasis on local and regional fauna, and 2) design and implementation of field experiments in ecology, which includes a class and individual research topic. Prerequisite: BIOL 111 and BIOL 112 and junior standing (or instructor's consent). (Four credits.)

325. Advanced Physiology. Detailed study of human cellular and systemic physiology, emphasizing muscle, cardiovascular, neural, respiratory, renal, and reproductive physiology. Advanced Physiology will build on fundamental knowledge acquired in BIOL 204. Laboratory exercises will be both descriptive and experimental. Taught in alternate years. Prerequisite: BIOL 204. (Four credits.)

350. Science Seminar. An introduction to the literature of the physical and biological sciences, providing the student with the opportunity to prepare and present reports. Speakers from outside the College are invited to speak each semester. May be repeated for credit. CR/NC. (One credit.)

354. Molecular Biology. A course designed to explore the biology and

molecular regulation of gene expression. Emphasis is placed on how gene expression is controlled in both eukaryotic and prokaryotic systems. Topics will include gene transfer in microorganisms and the genetic basis of cell specialization in eukaryotes. Manipulation of these processes in the laboratory will also be discussed. Prerequisite: Biology 200 or instructor's consent. (Three credits.)

355. Molecular Biology Laboratory. Molecular biology laboratory is the companion course to BIOL 354 and will practice concepts taught in the lecture. Basic molecular biology techniques will be employed and include the preparation of reagents, DNA isolation, plasmid manipulation and DNA transfection. Students will have the opportunity to apply current recombinant *in vitro* DNA technology in preparation and expression of a transgene using a prokaryotic system. Prerequisite: Concurrent enrollment in BIOL 354. (Two credits.)

420. Introduction to Research. An introduction to the elements of scientific research, including literature review, experimental design, data analysis, proposal preparation, and scientific writing. Students select, plan, and begin to execute a research project in consultation with biology faculty. Prerequisite: Must be taken during junior year. (Three credits.)

421. Research I. An individual research project chosen by the student in consultation with the biology faculty. Includes designing and executing the research and reporting the results orally and in a formal scientific paper. Prerequisite: Senior standing or consent of biology faculty. (Three credits.)

422. Research II. A continuation of Biology 421. (Three credits.)

480. Evolution of Human Behavior. An exploration of the application of evolutionary theory to explain human behavior, beginning with an overview of the process of evolution and research in animal and human behavior. Abuses of neo-Darwinian explanations (e.g. social Darwinism, progressive evolution, racism, sexism) will be contrasted with the potential benefits of such an approach to understanding human behavior. Broader philosophical implications of applying naturalistic explanations to human behavior will be discussed. Prerequisite: Junior standing. *Cross-listed with ISSI 480. Enrollment in BIOL 480 will NOT fulfill the ISSI general education requirement.* (Three credits)

**General Education for Biology, Environmental Science, and Health careers majors only.*

***General Education for Biology and Environmental Science majors only.*

CHEMISTRY

George C. Nieman, Professor, Chair
Peter A. Gebauer, Professor
Richard L. Kieft, Professor

■**Chemistry Major.** A major in chemistry consists of Chemistry 130, 140, 220, 230, 310, 315, 320, 325, 330, 335, 340, 350 (taken four times for a total of four credits), and 420 or 430. In addition, two semesters each of calculus and physics are required. German is the preferred foreign language for chemistry majors.

The culminating experience for chemistry majors consists of an independent study project (Chemistry 420 or 430) and four semesters of seminar (Chemistry 350).

■**Chemistry Minor.** A minor in chemistry consists of six courses: Chemistry 130, 140, 220, 230, and either a combination of 310 and 315 **or** a combination of 330 and 335.

■**Teacher Certification.** A chemistry major can prepare to teach chemistry at the secondary level by completing the major requirements noted above and the other requirements cited in the Education Department section, including Education 342. The candidate should also complete eight semester hours of biology to qualify to teach general science .

100G. Chemistry: A Cultural Approach. An introduction to various topics related to chemistry, emphasizing issues which particularly affect the general public. (Four credits.)

130G. Organic Chemistry I. A survey of organic chemistry including the structure and reactions of some biologically important molecules. Also includes a qualitative introduction to chemical equilibrium. (Four credits.)

140. General Chemistry I. A general study of the properties, structure, and bonding of elements and compounds. Chemical calculations and an introduction to chemical thermodynamics are also included. Prerequisite: Chemistry 130. (Four credits.)

220. Introductory Analytical Chemistry. An introduction to data analysis, quantitative principles of chemical equilibrium, and quantitative analysis. Prerequisite: Chemistry 140. (Four credits.)

230. Organic Chemistry II. A study of the structure and reactivity of organic molecules, including kinetics and reaction mechanisms. Prerequisite: Chemistry 220. (Four credits.)

250. Special Topics. (One to four credits.)

310. Physical Chemistry I. Emphasizes classical chemical thermodynamics. Prerequisites: Chemistry 230, Mathematics 152, and Physics 132. (Three credits.)

315. Physical Chemistry Laboratory and Report Writing. Laboratory associated with Chemistry 310 and normally taken concurrently. Lectures deal with scientific report writing and use of the literature of chemistry. Corequisite:

Chemistry 310. (Two credits.)

320. Physical Chemistry II. Emphasizes statistical thermodynamics, kinetics, and the theory of chemical reactions. Prerequisite: Chemistry 310. (Three credits.)

325. Integrated Laboratory. Laboratory projects employing techniques from all areas of chemistry, but emphasizing synthesis and instrumental techniques. Prerequisite: Chemistry 315. Corequisite: Chemistry 340. (Two credits.)

330. Biochemistry. A study of the chemistry common to most living organisms. Metabolic pathways, regulation and control mechanisms, and molecular biology are stressed. Corequisite: Chemistry 310. Prerequisite: Chemistry 230. (Three credits.)

335. Biochemistry Laboratory. A study of separation and purification of enzymes and measurement of their kinetics. Corequisite: Chemistry 330. (One credit.)

340. Advanced Analytical Chemistry. A study of the principles and practice of modern instrumental methods of analysis and of chemical instrumentation. Spectroscopic, electrical, and magnetic procedures are emphasized. Corequisite: Chemistry 325. Prerequisite: Chemistry 310. (Three credits.)

350. Science Seminar. An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present oral reports. Required of juniors and seniors majoring in chemistry. May be repeated for credit. CR/NC. (One credit.)

360. Advanced Physical Chemistry. Emphasizes the applications of quantum mechanics to problems of structure, bonding, and spectroscopy. Corequisite: Chemistry 310. (Three credits.)

370. Advanced Inorganic Chemistry. A study of the structure, bonding, stability, and reactivity of coordination complexes, including organometallic compounds. The chemistry of other selected inorganic systems is also discussed. Corequisite: Chemistry 310. (Three credits.)

380. Advanced Organic Chemistry. An advanced and, where possible, quantitative study of the relationship between the structure of organic species and their stability and reactivity. Corequisite: Chemistry 310. (Three credits.)

420. Independent Study. A laboratory, library, or fieldwork topic of special interest to the student pursued under the supervision of a faculty member. The project may be performed off campus. (One to three credits.)

430. Research. An original laboratory project chosen in consultation with the chemistry faculty. Research may be performed off campus. Prerequisite: Chemistry 310. (One to three credits.)

CLASSICS

Thomas J. Sienkewicz, Professor, Chair
Virginia Hellenga, Lecturer
Bill Urban, Professor

■ **Classics Major.** A major in Classics consists of a minimum of 30 semester hours, including Classics 211; 212; and 230. Language proficiency at the 102 level in Latin or Greek is also required.

■ **Greek Major.** A major in Greek consists of a minimum of 30 semester hours, including 18 credits in Greek above the 100 level and Classics 211 and 230.

■ **Latin Major.** A major in Latin consists of a minimum of 30 semester hours, including 21 credits in Latin above the 100 level and Classics 212 and 230.

■ **Classics Minor.** A minor in Classics consists of 15 semester hours in Classics.

Greek Minor. A minor in Greek consists of 15 semester hours, including nine credit hours above the 100 level.

■ **Latin Minor.** A minor in Latin consists of 15 semester hours, including nine credit hours above the 100 level.

■ **Teacher Certification.** The Classics and Education Departments cooperate in offering a program, approved by the Illinois State Teacher Certification Board, that leads to certification of secondary level teachers of Latin. For certification, the state board requires a minimum of 32 credits in the field plus Latin 435. A candidate with certification in another field may qualify to teach Latin with 20 credits in a second teaching field. An individually-designed program which satisfies this need is formulated for the teaching candidate.

LANGUAGE COURSES

LATN 101G. Elementary Latin I. An introduction to Latin grammar and syntax with simple readings and translation. (Four credits.)

LATN 102G. Elementary Latin II. A continuation of Latin 101. Prerequisites: Latin 101 or permission of the instructor. (Four credits.)

LATN 200. Directed Readings. Reading, translation, and discussion of selected texts to be determined on the basis of student needs. May be repeated for credit with different topics. Prerequisite: Latin 102 or permission of the instructor. (One to four credits.)

LATN 300. Directed Readings. Continuation of LATN 200. Prerequisites: LATN 200 and junior standing.

LATN 400. Directed Readings. Continuation of LATN 300. Prerequisites: LATN 300 and senior standing.

LATN 401. Individualized Study. Independent study in the Latin language or in individual Latin authors not included in regular courses or studied in greater depth than a regular course permits. May be repeated for credit with different topics. (One to four credits.)

LATN 420. Prose Composition. Prose composition in Latin. For advanced students only. (Three credits.)

LATN 435. Methods of Teaching Latin.

A study of instructional methods and materials used in teaching high school Latin and of technical problems associated with teaching Latin grammar and translation. Co-requisite: Education 340. (Three credits.)

GREK 101G. Elementary Greek I. A study of grammar and syntax of ancient Greek with simple readings and translation. (Four credits.)

GREK 102G. Elementary Greek II. A continuation of Greek 101. (Four credits.)

GREK 200. Directed Readings. Reading, translation, and discussion of selected texts to be determined on the basis of student needs. May be repeated for credit with different topics. Prerequisite: Greek 101 or permission of the instructor. (One to four credits.)

GREK 300. Directed Readings. Continuation of GREK 200. Prerequisites: GREK 200 and junior standing.

GREK 400. Directed Readings. Continuation of GREK 300. Prerequisites: GREK 300 and senior standing.

GREK 212G. Biblical Greek. Selections from the Greek Septuagint and New Testament. Prerequisite: Greek 101 or its equivalent. (Three credits.)

GREK 401. Individualized Study. Independent study in the Greek language or in individual Greek authors not included in regular courses or studied in greater depth than a regular course permits. For advanced students only. May be repeated for credit with different topics. (One to four credits.)

CIVILIZATION COURSES

CLAS 211G. History of Greece. A study of classical Greece concentrating on ancient historians and their works. (Listed also as History 211.) (Three credits.)

CLAS 212G. History of Rome. An interpretation and evaluation of Roman civilization with special emphasis on the late Roman republic. (Listed also as History 212.) (Three credits.)

CLAS 224. Word Elements. An English vocabulary-building course that emphasizes the Greek and Latin roots of the English language, the meanings of prefixes and suffixes from Greek and Latin, and basic linguistic concepts. (Three credits.)

CLAS 225. Scientific Terminology. Examines Greek and Latin word elements in a variety of scientific language contexts, including medicine, biology, chemistry and physics. Considers ways to use technical dictionaries and Greek and Latin roots of the English language to understand and use scientific terminology. (Two credits)

CLAS 401. Individualized Study. Independent study of classical topics not included in regular courses or studied in greater depth than a regular course permits. For advanced students only. May be repeated with different topics. (One to four credits.)

TRIAD COURSES

The center of the classics curriculum at Monmouth College is the triad course, taught simultaneously in translation and in the original languages, according to student needs. This unique approach brings together students who can work in

the original languages and those who cannot and provides benefits to each. In translation, students are exposed to textual analysis in the original languages, and language students have the advantage of broader discussions of the readings than a language course usually permits.

In all triad courses, collateral subjects, including art, archaeology, history, and literature, are studied in order to provide an overview of classical civilization through a focus on particular authors, periods, and genres. Classics majors who take a series of triad courses will have a solid foundation in the classical world in its broadest scope. In all triad courses, students study not just an ancient language and its literature but an ancient culture in its fullest context.

Triad courses are offered in units of three: Classics, Latin, and Greek. A student cannot enroll in more than one unit at the same time. Classics courses require no knowledge of either Latin or Greek. All triad courses devote at least some attention to the influence of the subject on later Western culture.

CLAS 210G. Ancient Literature. A study in translation of literary themes and ancient genres as works of art, this course considers ancient Greek and Roman expressions of the creative imagination in literature and the theater and their links with contemporary culture and the fine arts. Each time it is offered, this course covers different genres, including epic, tragedy, comedy, the novel, lyric poetry, and satire or different themes, such as the trickster, love and marriage, and the generation gap. May be repeated for credit with different topics. (Three credits.)

LATN 210. Roman Literature. Readings in Latin in the topics and genres covered in Classics 210. Authors to be read may include Vergil, Seneca, Terence, Plautus, Petronius, Horace, Catullus, and Juvenal. May be repeated for credit with different topics. (Three credits.)

LATN 310. Roman Literature. Continuation of LATN 210. Prerequisites: LATN 210 and junior standing.

LATN 410. Roman Literature. Continuation of LATN 310. Prerequisites: LATN 310 and senior standing.

GREK 210. Greek Literature. Readings in Greek in the topics and genres covered in Classics 210. Authors to be read may include Homer, Aeschylus, Sophocles, Euripides, Aristophanes, the Greek novelists, Sappho, and Archilochus. May be repeated for credit with different topics. (Three credits.)

GREK 310. Greek Literature. Continuation of GREK 210. Prerequisites: GREK 210 and junior standing.

GREK 410. Greek Literature. Continuation of GREK 310. Prerequisites: GREK 310 and senior standing.

CLAS 230G. Classical Mythology. A survey of literary and artistic expressions of ancient Greek and Roman myths, their influence in the development of human culture, and their links with the mythologies of other peoples. This course considers a different topic every year, including "The Hero," "The God," and "Women in Mythology." May be repeated for credit with different topics. Satisfies the appreciation requirement in "Beauty and Meaning in Works of Art." (Three credits.)

LATN 230. Mythology. Readings in Latin

about the myths discussed in Classics 230. (Three credits.)

LATN 330 Mythology. Continuation of LATN 230. Prerequisites: LATN 230 and junior standing.

LATN 430 Mythology. Continuation of LATN 330. Prerequisites: LATN 330 and senior standing.

GREK 230. Mythology. Readings in Greek about the myths discussed in Classics 230. (Three credits.)

GREK 330. Mythology. Continuation of GREK 230. Prerequisites: GREK 230 and junior standing.

GREK 430. Mythology. Continuation of GREK 330. Prerequisites: GREK 330 and senior standing.

CLAS 240G. Ancient Society: Topic. A close examination of a particular aspect of Graeco-Roman society with special attention to the ways in which the lives of ancient Greeks and Romans were different from those in the modern world. Each time it is offered, this course covers a different social topic, including the ancient family, athletics, education, political organization and theory, military life, utopias, etc. May be repeated for credit with different topics. (Listed also as History 240G.) (Three credits.)

LATN 240. Roman Society: Readings. Readings in Latin in the topics covered in Classics 240. (Three credits.)

LATN 340. Roman Society. Continuation of LATN 240. Prerequisites: LATN 240 and junior standing. (Three credits)

LATN 440. Roman Society. Continuation of LATN 340. Prerequisites: LATN 340 and senior standing. (Three credits)

GREK 240. Greek Society: Readings. Readings in Greek in the topics covered in Classics 240. (Three credits.)

GREK 340. Greek Society. Continuation of GREK 240. Prerequisites: GREK 240 and junior standing.

GREK 440. Greek Society. Continuation of GREK 340. Prerequisites: GREK 340 and senior standing.

CLAS 241. Ancient Society: Topic. May be repeated for credit with different topics.

CLAS 250. Special Topics. May be repeated for credit. (Three credits.)

LATN 250. Special Topics. May be repeated for credit. (Three credits.)

GREK 250. Special Topics. May be repeated for credit. (Three credits.)

COMMUNICATION AND THEATER ARTS

Douglas B. Rankin, Assoc. Professor, Chair
James L. De Young, Professor
Charles M. Feldman, Lecturer
Lee A. McGaan, Professor
Donald Norton, Lecturer
Trudi K. Peterson, Assistant Professor
William J. Wallace, Professor
Jeff Wirth, Lecturer

Communication and Theater Arts Major. A major in Communication and Theater Arts consists of 30 semester hours, including Communication and Theater Arts 101, 3 hours of 100/200 workshop credit, 321, 421, 491, an independent study or internship and acceptance of a senior portfolio. In addition, majors must complete one of the following concentrations: Communication—CATA 231 or 235, 233, and two courses from CATA 331, 335, 337 and 339; Media—CATA 261, 263, 265 and 365; Theater—CATA 273, 275, 373 and 375 or 377.

Teacher Certification. Those majors working toward secondary teacher certification should confer as early as possible with the chairs of the Communication and Theater Arts and Education departments to ensure that their program will meet state standards. (Note: Secondary certification in a "primary teaching field" requires a minimum of 32 semester hours.) A second teaching field in a related area of study is recommended.

Communication and Theater Arts Minor. The following programs are currently available from the department:

1. Communication Minor. CATA 101, at least one semester hour of workshop credit, plus completion of Communication concentration.

2. Media Minor. CATA 101, at least one semester hour of workshop credit, plus completion of Media concentration.

3. Theater Minor. CATA 101, at least one semester hour of workshop credit, plus completion of Theater concentration.

101G. Fundamentals of Communications. A practice-oriented introduction to the forms of speech, including interpersonal, small-group, and public communication. Offered each semester. (Three credits.)

124. Communications: Workshops. Staff-supervised participation in communications. Prerequisite: permission of instructor. May be repeated for credit. CR/NC. (One credit.)

125. Print Media: Workshops. An introduction to the print media, covering the basic elements of journalism. Students will participate as staff reporters on the Courier, the college's student newspaper. Open to all students. May be repeated for credit. (Also English 126.) CR/NC. (One credit.)

126. Electronic Media: Workshops. Staff-supervised participation in electronic media. Open to all students. May be repeated for credit. CR/NC. (One credit.)

127G. Theater Arts: Workshops. Staff-supervised participation in theater arts. Open to all students. May be repeated for credit. CR/NC. (One credit.)

171G. Introduction to Theater and Cinema Appreciation. A course designed to give the beginning student a critical platform on which to base his or her own

evaluation of plays and films. Selected reading of play scripts, film scenarios, and general criticism is supplemented by planned viewing experiences in both art forms. Offered each year. (Three credits.)

173G. Introduction to Technical Theater. A study of the basic elements of technical theater, including stagecraft, lighting, properties, and makeup. Includes laboratory. Offered each year. (Three credits.)

175G. Beginning Acting. An introduction to the art and history of stage acting combined with practical exercises and performances of short scenes. (Three credits.)

224. Communications: Advanced Workshops. A continuation of Communication and Theater Arts 124 with advanced work and/or a position of responsibility in communications. Primarily for upperclass majors. Prerequisite: Communication and Theater Arts 124, sophomore standing and consent of the instructor. May be repeated for credit. (Two credits.)

225. Print Media: Advanced Workshops. A continuation of Communication and Theater Arts 125 with advanced journalism work and individual study with the instructor. Prerequisite: Communication and Theater Arts 125 and consent of the instructor. May be repeated for credit. (Also English 226.) (Two credits.)

226. Electronic Media: Advanced Workshops. A continuation of Communication and Theater Arts 126 with advanced work and/or a position of responsibility in electronic media. Primarily for upperclass majors. Prerequisite: Communication and Theater Arts 126 and consent of the instructor. May be repeated for credit. (Two credits.)

227. Theater Arts: Advanced Workshops. A continuation of Communication and Theater Arts 127 with advanced work and/or a position of responsibility in theater arts. Primarily for upperclass majors. Prerequisite: Communication and Theater Arts 127 and consent of the instructor. May be repeated for credit. (Two credits.)

231. Interpersonal Communications. An examination of the verbal and nonverbal features of face-to-face communication in everyday life, social interaction, professional activity, and in our culture as a whole. Attention is given to language as a cultural system and as a meaning system, communication as behavior, relationship development, and communication systems and effects. Emphasis is placed on understanding theory, systematically observing communicative behavior, analysis of communication situations, and skill improvement. Offered in alternate years. Prerequisite: Speech Communication and Theater Arts 101. (Three credits.)

233. Advanced Public Speaking. A performance-oriented course focusing upon the preparation and presentation of public messages. Includes classical and contemporary rhetorical theory, models of successful speakers, various forms of presentation (informative, persuasive, and entertaining), and directions for practice. Offered each year. Prerequisite: Communication and Theater Arts 101 or consent of the instructor. (Three credits.)

235. Small Group Communication. A study of task-oriented, small-group communication emphasizing effective

organization, participation, and leadership. Methods of correcting specific problems that may hinder small groups are explored. Includes opportunities to participate in and analyze small-group interaction. Offered alternate years. Prerequisite: Communication and Theater Arts 101. (Three credits.)

261G. Mass Media and Modern Society. An inquiry into the mass media of our time (print, film, radio, television, etc.), including study of the forces that created them and the effects they have on society. Special attention is given to theories of mass communication and the medium of television. Offered each year. (Three credits.)

263. Radio and Television Production. A survey of the historical development of and operational and management trends within broadcasting combined with practical training (e.g. announcing techniques, handling of cameras and switching equipment, editing, program planning. Prerequisite: Communication and Theater Arts 261 or consent of the instructor. (Three credits.)

265. Writing for the Electronic Media. A broadcast media writing course providing practical experience in the creation of commercial and noncommercial materials for radio, television, and new media. (Three credits.)

273G. The Classical Theater. A survey of Western theater from ancient Greece to 1800. Emphasizes the evolution of dramatic literature, production elements, theater architecture, and audience composition. Offered in alternate years. (Three credits.)

275G. The Modern Theater. A survey of Western theater from 1800 to the present. Emphasizes the evolution of dramatic literature, production elements, theater architecture, and audience composition. Offered in alternate years. (Three credits.)

294. Special Topics. Communications. (Three credits.)

295. Special Topics. Print Media. (Three credits.)

296. Special Topics. Electronic Media. (Three credits.)

297. Special Topics. Theater. (Three credits.)

321. Junior Colloquium. An examination of the interrelationships of communication, media, and theater. An opportunity to prepare and present projects, and to interact with current practitioners. Includes analysis and preparation of student portfolios. Individual and/or small group study. May include independent research, creative projects. Will include an overview of new/emerging issues facing CATA graduates, as well as career analysis and preparation. Meets con-currently with CATA 421 (Senior Colloquium). Seniors serve as junior mentors. Prerequisite: CATA Major and junior standing or permission of the instructor. (One credit).

331. Organizational Communication. An analysis of organizational communication theories and methods and study of organizational climate, motivation and leadership, and patterns of miscommunication within organizations. Includes practice in forms of communication used in business. Offered each year. Prerequi-

site: Communication and Theater Arts 101. (Three credits.)

335. Argumentation. An introduction to how logical arguments are structured and analyzed. Includes development of abilities in composing logically valid messages and avoiding fallacies. Emphasis is placed on what makes arguments strong and effective. Portions of the course will be devoted to how arguments are used in various fields (e.g., law, journalism, science, history, or politics). Frequent in-class, written and oral practice will occur. Offered alternate years. Prerequisite: Communication and Theater Arts 101. (Three credits.)

337. Communication Criticism. A study of various critical perspectives and methods as applied to a variety of different communication texts, including public speeches, plays, films, and television news broadcasts. Emphasis is placed on enhancing critical thinking skills as well as on writing and articulating persuasive arguments. Offered in alternate years. Prerequisite: Communication and Theater Arts 101. (Three credits.)

339. Persuasion. A study of the classic concepts of persuasion in relation to modern theories of how people effect changes in others' beliefs, attitudes, and behavior. Includes opportunities to prepare and present persuasive efforts. Offered in alternate years. Prerequisite: Communication and Theater Arts 101. (Three credits.)

341. Public Relations. An examination of contemporary theory and practice. Students will study the history and development of public relations and will create a variety of applications (press releases, public presentations, features, etc.). Students will analyze case studies and will carry out a public relations campaign. Prerequisite: Communication and Theater Arts 101. (Three Credits.)

365. Media Production. A study of contemporary electronic communication technology. Applications include website design and maintenance, the creation and implementation of multimedia projects (audio, video, graphics). Combines application of communication theory with practice in developing successful projects. Prerequisite: Communication and Theater Arts 101. (Four credits.)

373. Advanced Acting. A study in vocal production and development (including dialects), work in a variety of acting styles. May be repeated for credit. Prerequisite: Communication and Theater Arts 175, or by permission of instructor. (Three credits.)

375. Scenery and Lighting Design. A study of the basic elements of scenery and lighting design. Combines readings in design theory with practice in drafting, plotting, rendering, and model building. Offered in alternate years. Prerequisite: Communication and Theater Arts 173, or by permission of instructor. (Three credits.)

377. Principles of Stage Directing. A study of the practical and theoretical elements of directing for the serious student of performance. Readings in theory and production organization are combined with practical exercises in analysis, pictorial composition, movement, and lead to the actual production of a short play. Prerequisites: Junior standing, some theater experience and Communica-

tion and Theater Arts 171, 173, or 375, and 175. (Three credits.)

394. Seminar: Communication. A seminar centered on a problem or topic as announced before each offering. Designed for juniors and seniors. Prerequisite: Consent of the instructor. May be repeated for credit. (Three credits.)

395. Seminar: Print Media. A seminar centered on a problem or topic as announced before each offering. Designed for juniors and seniors. Prerequisite: Consent of the instructor. May be repeated for credit. (Three credits.)

396. Seminar: Electronic Media. A seminar centered on a problem or topic as announced before each offering. Designed for juniors and seniors. Prerequisite: Consent of the instructor. May be repeated for credit. (Three credits.)

397. Seminar: Theater. A seminar centered on a problem or topic as announced before each offering. Designed for juniors and seniors. Prerequisite: Consent of the instructor. May be repeated for credit. (Three credits.)

421. Senior Colloquium. An examination of the interrelationships of communication, media, and theater. An opportunity to prepare and present projects, and to interact with current practitioners. Includes analysis and preparation of student portfolios. Individual and/or small group study. May include independent research, creative projects. Will include an overview of new/emerging issues facing CATA graduates, as well as career analysis and preparation. Meets concurrently with CATA 321 (Junior Colloquium). Seniors serve as junior mentors. Prerequisite: CATA Major and senior standing or permission of the instructor. (One credit).

431. Methods of Teaching Communication and Theater Arts. A detailed study of the special problems that face the secondary-school teacher of Communication. Includes special attention to the development of criticism of oral assignments and the operation and organization of co-curricular activities in speech and theater. Offered as needed. Co-prerequisite: Education 340. (Three credits.)

490. Independent Study. A faculty-directed program of individual study consisting of reading, research, or creative performance. May be repeated for credit. (One to six credits.)

491. Freedom of Expression and Communication Ethics. A study of the foundations of freedom of expression and communication ethics in our society. Major historical documents pertaining to the freedom of communication and the moral and ethical base of communication will be reviewed. The continuing tension between artistic freedom and censorship will also be examined. Historical materials will be applied to current points of contention in the arts, business, media, and politics. Culminating experience required of all majors. Offered each year. Prerequisite: Senior Communication and theater arts major or minor, or consent of the instructor. (Three credits.)

494. Internship in Communication. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval of the department. May be

repeated for credit. (Three to nine credits.)

495. Internship in Print Media. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit. (Three to nine credits.)

496. Internship in Electronic Media. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit. (Three to nine credits.)

497. Internship in Theater Arts. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit. (Three to nine credits.)

EDUCATION

Frank W. Sorensen, Professor, Chair
George F. Arnold, Professor
F. Marie Baker, Lecturer
Thomas Best, Lecturer
Dorothy DiVall Douglas, Assoc. Professor
Linda Ellison, Lecturer
Melinda Grimm, Lecturer
Kenneth Grodjesk, Assistant Professor
Marc Sgro, Lecturer
Craig Vivian, Assistant Professor

Those Who Can...Teach.

Teachers play a significant role in society, and Monmouth College has a long and distinguished tradition of preparing selected students for teaching careers. Becoming a competent educator involves personal commitment and extensive professional preparation. Candidates must develop the appropriate attitudes, subject-matter competency, theoretical knowledge and acquire essential instructional skills. The programs described below are designed to accomplish these purposes.

Most students who enroll in education department courses pursue a teacher certification program leading to an Illinois Initial Elementary Certificate, the Illinois Initial High School Certificate, or the Illinois Initial Special Certificate. Endorsements to the elementary and secondary certificates to permit teaching at the Middle School level are also available. The requirements for each of these programs are detailed below. Candidates must be admitted formally to the program in order to continue in junior-level education courses. All programs are reviewed periodically by the Illinois State Teacher Certification Board and were last reviewed in the spring of 2000.

Students completing a program approved by the State of Illinois qualify, in most instances, for certificates of other states. Advisors in the education department are prepared to discuss the requirements of other states and the steps necessary to apply for certification.

Candidates for an Illinois teaching certificate must also pass the appropriate state-administered competency tests in order to obtain a certificate.

■**Elementary Education***. Students seeking to qualify for the Illinois Standard Elementary Certificate, valid for teaching kindergarten through grade nine, must:

1. Complete the departmental major in elementary education which includes Education 200, 201, 203, 330, 332, 333, 334, 336, 450, 451, and 452.

2. Complete an approved area of academic concentration consisting of at least 18 semester hours (of which nine semester hours must be at the 300 or 400 level) in an appropriate discipline. These hours are in addition to state minimal general education requirements for certification.

3. Complete the College's general education program.

4. Complete History 313 or Philosophy 211, Mathematics 110, and another acceptable mathematics course and Physical Education 180 or 220 or 325.

In the process of completing the work outlined above, candidates should make sure that the following overall certification requirements are also met: three lab courses in the natural sciences, including at least one biological (Psychology 101 does not apply toward certification) and one physical science; one speech

course; one English language course (e.g. literature, grammar, history, etymology, or creative writing); two writing courses; and three courses in the social sciences. The latter must include History 110, 111 or 112 and Political Science 103.

■ **Secondary Education*.** The student who wishes to qualify for the Illinois Standard High School Certificate, valid for teaching grades six through 12, must:

1. Complete a departmental major from among State-approved programs listed below that includes at least 32 semester hours. The courses selected should relate to areas currently taught in the high school curriculum. The courses required for each specific teaching field are prescribed in the individual catalog description for each department noted below. Approved programs for the Illinois Standard High School Certificate are:

Art	Music (Vocal)
Biology	Physical Education
Chemistry	Physics
English	Political Science
History	Spanish
Latin	Speech
Mathematics	

2. Complete the Monmouth College general education program and the following additional general certification requirements, including History 110, 111, or 112 and Political Science 103, an English language course, a mathematics course, a third science course of at least one semester hour, and Physical Education 180 or 220 or 325.

3. Complete the professional education sequence. The requirements for secondary-level teacher candidates include Education 200, 201, 203, 340, 450, 451, and 452; History 313 or Philosophy 211; and a special-methods course related to the student's major teaching field.

**Middle School Endorsement.* *The State of Illinois requires that in order to teach grades 6-8 for those with a secondary certificate must include two additional education course in their programs and have teaching content fields appropriate to middle schools. Education 338 and 339 are required, teaching field options should be discussed with an education department adviser.*

■ **Special Certificate Programs.** The special teaching certificate is the credential obtained by those who wish to be certified at both the elementary and secondary levels (kindergarten through grade 12) in a specialized field. Monmouth offers such programs in art, music, physical education and learning disabilities. To qualify for these certificates the student must:

1. Complete a departmental major that includes at least 32 semester hours in the chosen field, including subjects related to current public-school programs. The learning disabilities major is an exception to this; the differences are described below in the discussions of this program.

2. Complete the Monmouth College general education program and the following additional general certification requirements which must include History 110, 111, or 112, Political Science 103, an English language course, a mathematics course, a third science course of at least one semester hour, and Physical Education 180 or 220 or 325.

3. Complete the professional education sequence. The professional education requirements for the special certificate include Education 200, 201, 203, 340, 450 (460 for learning disabili-

ties majors), 451 and 452, and either History 313 or Philosophy 211. Special methods courses related to both elementary and secondary teaching are also required. For art, these courses are Education 334 and Art 341; for music, Music 312 and 313 and for Physical Education, Physical Education 311 and 320. Physical Education majors may substitute Physical Education 320 for Education 340, but are strongly encouraged to take Education 340 if preparing to teach in a second field.

■ **Learning Disabilities.** Monmouth offers a major and teacher preparation program in learning disabilities. The major, which is interdisciplinary by design, includes Education 203, 304, 306, 307, 308, 333, 451, 452 and 460; Psychology 231; Psychology 318; and two courses chosen from among Psychology 233, 315, 335 and 340, or an approved independent study.

The program outlined above is normally taken in conjunction with the elementary education program. The student who completes this work is eligible for certification in both elementary education (K-9) and learning disabilities (K-12).

■ **Bilingual and E.S.L. Approval.** Monmouth offers, in conjunction with the Urban Education Program of the Associated Colleges of the Midwest, a program that leads to bilingual or ESL teacher approval. This credential is required of teachers who work with Spanish-speaking students making the transition to the English-language curriculum of the public schools. The program includes both course work and field experiences on campus and in Chicago, including some summer work in Chicago.

The specific courses required of the teacher candidate vary depending upon the student's language proficiency, major teaching field, and the certificate sought. Essentially, the candidate must qualify for one of the standard teaching certificates described above and meet specific requirements regarding cognate language courses and teaching-methods courses. Since the program varies with the student's teaching interests and language facility, the candidate must consult an advisor in the education department as early as possible to plan his or her program.

200. The Teacher and the School. An introduction to professional education and teaching. Reading, discussion, and field experience as a teacher aide in a local school provide a basis for further decisions about teaching and preparation for certification. (Three credits.)

201. Educational Psychology. An investigation of the contributions of behavioristic, developmental, and humanistic psychology to education. Emphasizes learning theory, behavior management, group dynamics, and interpersonal relationships in education. A field experience is required. Prerequisite: Education 200. (Three credits.)

203. Characteristics of Exceptional Children. A survey of the characteristics and special educational needs of disabled and gifted children. Significant individual differences are introduced and discussed as they apply to each area examined. The problems of identifying, educating, and treating exceptional children are considered. Prerequisite: Education 201 or consent

of the instructor. (Three credits.)

250. Special Topics. (One to three credits.)

303. Introduction to Educational Technology. An introduction to the integration of technology in elementary and secondary classrooms. Students will be responsible for creating educational projects involving Word Processing, Clip Art, Print Shop, Spreadsheet, Electronic Gradebook, PowerPoint, Mulitmedia, Internet, and Web page design. They will also have the opportunity to preview computer software for specific grades and subject areas. Prerequisites: Junior or Senior teacher certification candidates. (Two credits)

304. Measurement and Evaluation of Exceptional Children. An introduction to educational measurement and an investigation of the diagnostic instruments used to identify and analyze the psychological and learning problems of exceptional children. Methods of evaluating general intelligence, developmental skills (visual, auditory, perceptual-motor, and academic achievement), and social-emotional adjustment are studied. A series of case studies and field experience are required of each student. Prerequisite: Education 203 or consent of the instructor. (Three credits.)

305. Individual or Group Study. Individual or small-group study of special topics in education under the guidance of an instructor. Prerequisite: Approval of the department chair. (One to three credits.)

306. Needs and Problems of Children with Learning Disabilities. The field of specific learning disabilities and the characteristics of learning-disabled children are studied. A multidisciplinary team approach to diagnosing learning-disabled children and planning programs for them is emphasized. Prerequisite: Education 203 or consent of the instructor. (Three credits.)

307. Curriculum for Children with Learning Disabilities. A study of major learning theories and research findings as they apply to curriculum planning for the student with learning disabilities. The strategies of various educators and clinicians are reviewed, and special-education delivery systems for the learning disabled are examined. A related field experience is also required. Prerequisite: Education 306 or consent of the instructor. (Three credits.)

308. Methods and Materials for Teaching Children with Learning Disabilities. A study of specific diagnostic techniques that are used to analyze the learning disabilities of children. Prescriptive instructional approaches that meet the needs of learning-disabled students are examined. Prerequisite: Education 306 or consent of the instructor. (Three credits.)

330. Elementary School Curriculum and Methods. An investigation of the elementary curriculum, methods of instruction, and resources and procedures for evaluation and classroom management. Teacher-aide assignments and microteachings in various areas of curriculum are required. The development of a foundation for successful

student teaching is a primary objective. Prerequisite: Education 201 or consent of the instructor. (Three credits.)

332. Teaching of Reading and Other Language Arts. A study of the theories, practices, and techniques of teaching reading and other language arts. A teacher-aide assignment in reading is arranged. Prerequisite: Education 201 or consent of the instructor. (Three credits.)

333. Remedial Reading. A study of the educational factors that cause reading problems for children. Students work in local schools as tutors and use reading tests, reading inventories, and various reading techniques to diagnose and teach the disabled reader. Prerequisites: Education 201 and 332. (Three credits.)

334. Teaching of Art in the Elementary School. A study of the objectives, content, and methods of teaching elementary-school art. Prerequisite: Education 201 or consent of the instructor. (Also Art 334.) (Three Credits.)

336. Teaching of Literature in the Elementary School. A study of the objectives, content, and methods of teaching literature in the elementary school. Laboratory experiences including reading aloud, book talks and storytelling are required. Prerequisite: Education 201 or consent of the instructor. (Three credits.)

338. Educational Psychology Related to Early Adolescence. A study of the developmental characteristics typical of young adolescents. Biological, cognitive and social needs of these young students are studied and related to the implications for classroom teachers. In addition, the advisory role of the middle-grade teacher in assessing, coordinating and referring of students to health and social services is examined. (Three credits.)

339. Middle School Curriculum and Instruction. This course includes examination of varied curricular designs and instructional strategies which are applicable to the contemporary middle school. Among the topics covered are a historical perspective regarding the evolution of this educational movement; a critical review of philosophical issues surrounding the concept and familiarization with research associated with middle school instruction. Investigation of a wide array of instructional planning approaches and specific instructional methods are included. Field experience required. (Three credits.)

340. Secondary School Curriculum and Methods. An investigation of the curriculum of secondary schools, program planning, methods of instruction, and resources and procedures for evaluation. Teacher-aide and microteaching experiences are arranged. Developing a foundation for a successful student-teaching experience is a primary objective. Prerequisite: Education 201 or consent of the instructor. (Majors in physical education may substitute Physical Education 320 for Education 340, but are encouraged to take the latter if they are preparing to teach in a second field.) (Three credits.)

341. Secondary Curriculum and Methods in Social Studies. An investi-

gation of the Social Studies curriculum of secondary schools, methods of instruction, lesson planning, educational resources, evaluation and assessment, and classroom management. Three microteachings are required in class. A minimum 20-hour teacher aide assignment, including the planning and presenting of two lesson, is required. The foundation for a successful student teaching experience is a primary objective. Prerequisite: Education 201 (Three credits)

342. Secondary School Science Curriculum and Methods. A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school science programs. Applying theory and research from science education to the planning and implementing of instruction is stressed. Opportunities to observe science programs are provided. Independent projects related to the student's major are required. Prerequisite: Education 340 or consent of the instructor. (Three credits.)

350. Special Seminar. Selected occasional seminars or workshops directed toward specialized topics of interest. CR/NC. (One to three credits.)

400. Independent Study. An independent investigation of a special problem relevant to teaching and teacher preparation. Prerequisite: Approval of the department chair. (One to three credits.)

405. Urban Education Seminar. A study of the objectives, organization, programs, and problems of schools in large urban centers. Offered as part of the Urban Education Program of the Associated Colleges of the Midwest. (One to three credits.)

450. Student Teaching. Supervised teaching in grades or subjects appropriate to the certificate sought. Each student works in a school under the supervision of one or more cooperating teachers, a supervisor from the education department, and in the case of high school and special-certificate candidates, a supervisor from the candidate's major field. Periodic conferences are arranged to assess the development of the student-teaching experience. Students may elect to complete student teaching through the Chicago-based Urban Education program of the Associated Colleges of the Midwest. Prerequisite: Approval by the Curriculum Committee. (Eight to 12 credits.)

451. Student Teaching Workshop and Seminar. This course is taken in conjunction with student teaching by all teacher candidates. The course includes a series of bi-weekly seminars during student teaching. CR/NC. (Two credits.)

452. Analysis of Student Teaching. This course is taken concurrent with student teaching. The experience requires student teachers to develop an ongoing systematic personal evaluation during their student teaching experience. Daily observations and reflections will be recorded, and a final formal summary and conclusions report prepared, at the conclusion of the student teaching assignment. (One credit.)

460. Learning Disabilities Student Teaching. A clinical experience provid-

ing an in-depth study and classroom instruction of children with learning disabilities. Includes opportunities for diagnosis, educational planning, implementing remedial procedures, and parent counseling. Periodic conferences are arranged to assess the development of the student-teaching experience. Prerequisites: Education 308 and approval by the Curriculum Committee. (Eight to 12 credits.)

SPECIAL METHODS AND RELATED COURSES OFFERED BY OTHER DEPARTMENTS:

Art 341. Secondary Art Education Methods.
Communication and Theater Arts 431. Methods of Teaching Communication and Theater Arts.
English 430. Methods of Teaching English.
History 313. History of American Education.
Latin 435. Methods of Teaching Latin.
Mathematics 110. Mathematics for Elementary Teachers.
Mathematics 324. Mathematics Methods for Secondary Teachers.
Modern Foreign Languages 460. Methods of Teaching Modern Foreign Languages.
Music 312. Teaching Music in the Elementary School.
Music 313. Music Education I.
Philosophy 211. Philosophy of Education.
Physical Education 311. Elementary-School Physical Education.
Physical Education 320. Curriculum and Methods of High School Physical Education.

ENGLISH

Craig Watson, Professor, Chair
Mary Barnes Bruce, Professor
Robert Hale, Assistant Professor
Alfred Lindsey, Lecturer
Brigit J. Sparling, Lecturer
Gary D. Willhardt, Professor
Mark Willhardt, Assistant Professor

■**English Major.** The English major requires at least 10 courses: English 220; 221; 224; 225; 361 or 362; 400; plus four additional courses which might substantially follow one of these three tracks or reflect a combination of them:

- Literature: English 240; 260; 343; 347; 348; 349; plus 250 and 350 as offered.
- Teaching: English 201; 314.
- Writing: English 210; 299; 301; 310.

In addition, all English majors are required to take a one-hour research methods course (English 233) in conjunction with enrollment in one of the four required surveys.

The English senior seminar (English 400) is the culminating experience for majors, whose candidacy for departmental honors is based upon their GPA in the major and their performance in the seminar.

■**English Minor.** A minor in English consists of six courses: English 220 or 221; 224 or 225; 361 or 362; three other courses, of which at least two must be at the 300 level. Students whose major is elementary education and who wish to minor in English should take: English 201; 220 or 221; 224 or 225; 210 or 361 or 362; 301; and 314.

■**Teacher Certification.** Those students seeking secondary certification are required to complete the course work for a major in English and must include English 201 and 314. English 110 may be counted toward the 32-semester-hour certification requirement in the field. The additional requirements for certification are cited in the Education Department section and must include English 430. A second teaching area in speech is also recommended.

110G. Composition and Literature. A study of basic rhetorical strategies and their application in thesis-focused essays, as well as an analysis of literature emphasizing the symbolic and expressive uses of language. Students are introduced to the imaginative modes of literature and demonstrate their understanding of those uses through discussion and written work. (Four credits.)

126. Print Media: Workshops. An introduction to the print media, covering the basic elements of journalism. Students will participate as staff reporters on the Courier, the college's student newspaper. Open to all students. May be repeated for credit. (Also Communication and Theatre Arts 125.) CR/NC. (One credit.)

201. Grammar. A course that gives students practice in fundamental English grammar. Emphasizes basic skills, not theory. (Three credits.)

210G. Creative Writing. Practice in the writing and critical analysis of imaginative literary forms, especially poetry and fiction. Prerequisite: English 110. (Three credits.)

220. British Survey I. A historical

survey emphasizing literary and cultural developments in English literature from the Old English period through the English Renaissance. Prerequisite: English 110. (Three credits.)

221. British Survey II. A course emphasizing major literary movements, cultural influences, and historical developments in English literature from the Neo-classical through Victorian periods. Prerequisite: English 110. (Three credits.)

224. American Survey I. One of two introductory surveys in American literature emphasizing literary movements, and cultural and historical developments in the literature of the United States. Readings will include: native American creation myths; explorer narratives; poetry, fiction, and non-fiction from such writers as Bradstreet, Cotton Mather, Edwards, Franklin, Cooper, Emerson, Thoreau, Hawthorne, Poe, Melville, Whitman, and Dickinson. Prerequisite: English 110. (Three credits.)

225. American Survey II. An introductory survey focusing on poetry and fiction written after the Civil War and before American involvement in the Second World War. Included are works from such writers as Jewett, Wharton, Twain, James, Kate Chopin, Crane, Pound, Robinson, Frost, Anderson, Stevens, Eliot, Fitzgerald, Hemingway, and Faulkner. Emphasis on literary, cultural, and historical movements. The course is a continuation of English 224, but may be taken alone and without regard to sequence. Prerequisite: English 110. (Three credits.)

226. Print Media: Advanced Workshops. A continuation of English 126 with advanced journalism work and individual study with the instructor. Prerequisite: English 126 or consent of the instructor. May be repeated for credit. (Also Communication and Theater Arts 225.) (Two credits.)

233. Introduction to Research. Required of all English majors. Students elect this one-credit research methods course only once, in conjunction with enrollment in one of the four required surveys in English and American literature (English 220, 221, 224, 225). English 233 involves a library research tour pertinent to English studies, written exercises, and a research assignment whose subject is drawn from the survey course's syllabus. Students who elect English 233 must enroll with the survey course instructor by the end of the second week of classes. (One credit.)

240G. Russian Literature of the 19th Century. An introductory survey of 19th-century Russian literature in translation. Emphasis is on outstanding works of the period in their cultural and historical contexts. Includes works by such writers as Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. Prerequisite: English 110. (Three credits.)

250. Special Topics. May be repeated for credit. (Three credits.)

260. The Literature of Feminism. A study of the evolution of feminist thought and its collective definition as it has been imaginatively translated from experience into art by several generations of literary women. Prerequisite: English 110. (Three credits.)

301. Advanced Composition. A study of rhetorical strategies and their applica-

tion to assignments in journalism, scientific writing, and essay writing. Open to juniors and seniors or by consent of the instructor. May be repeated for credit. (Three credits.)

310. Advanced Creative Writing. Students write intensively in fiction or poetry, individually selecting their subject matter throughout the course. Students sharpen their critical skills by evaluating one another's work and by investigating contemporary writing and publishing. Prerequisite: English 210 or consent of the instructor. (Three credits.)

314. History of the English Language. A study of the development of the English language with some attention to its internal history—sounds and inflection—as well as to its external history—political, social, and intellectual movements and forces that have affected the development of the language. (Three credits.)

343. 20th-Century British Literature. Studies in various British authors of the 20th century. Recent course offerings have included "Yeats and Eliot" and "The Irish Renaissance." May be repeated for credit with different topics. Prerequisite: English 110. (Three credits.)

347. Genre Studies in American Literature. An upper-division course in American poetry, fiction, or drama. Emphasis is on study of characteristics shared by a distinct type and on examination of individual illustrations of type. Recent course offerings have included "Modern American Poetry," "The Contemporary American Novel," "Modern American Drama," and "African American Autobiography and Fiction"; henceforth, "Introduction to Literary Theory" will be offered periodically. May be repeated for credit with different topics. Prerequisite: English 110. (Three credits.)

348. English Novel. An upper-division course that will focus on some aspect of the history of the English novel (18th, 19th, 20th century), some type of novel (e.g., the comic novel), some group of writers (e.g., women writers, Murdoch and Powell), or a single author (e.g., Dickens). Recent course offerings have included: "The Comic Novel" and "Woolf, Murdoch and Drabble." May be repeated for credit with different topics. Prerequisite: English 110. (Three credits.)

349. Topics in American Literature. An upper-division course concentrating on a particular period, movement, or author in American literature. Recent course offerings have included: "Hawthorne and Melville," "The Gilded Age," and "American Literature between the World Wars." May be repeated for credit with different topics. Prerequisite: English 110. (Three credits.)

350. Special Topics in Literature and Related Areas. A course permitting the investigation of narrowly defined literary issues, types, modes, and extra literary influences. Prerequisite: English 110. Recent offerings have included: "Gothic Literature" and "18th-Century Literature and the Arts." May be repeated for credit. (Three credits.)

361. Shakespeare I: Comedies and History Plays. Studies in the comedies and the history plays. Prerequisite: English 110. (Three credits.)

362. Shakespeare II: Tragedies and

Romances. Studies in the tragedies and romances. Prerequisite: English 110. (Three credits.)

400. Senior Seminar. An intensive study of key literary periods and subjects. Recent seminars have focused upon: "Literature of the American South," "New England Women Writers of the Late 19th Century," "The Gothic Tradition," "The American Expatriate Experience in Literature" and "Arthurian Literature." Required of all senior English majors. Offered second semester. (Three credits.)

420. Independent Study. Students arrange independent study projects with individual instructors. May be repeated for credit. (Three credits.)

430. Methods of Teaching English. A study of the basic approaches to the teaching of poetry, fiction, and drama and their application in the classroom. Attention is given to the teaching of composition, the marking of themes, and the preparing and grading of examinations. May not be counted toward a major in English. Co-prerequisite: Education 340. Offered as needed. (Three credits.)

400. Senior Seminar. An intensive study of key literary periods and subjects. Recent seminars have focused upon: "Literature of the American South," "New England Women Writers of the Late 19th Century," "The Gothic Tradition," "The American Expatriate Experience in Literature" and "Arthurian Literature." Required of all senior English majors. Offered second semester. (Three credits.)

420. Independent Study. Students arrange independent study projects with individual instructors. May be repeated for credit. (Three credits.)

430. Methods of Teaching English. A study of the basic approaches to the teaching of poetry, fiction, and drama and their application in the classroom. Attention is given to the teaching of composition, the marking of themes, and the preparing and grading of examinations. May not be counted toward a major in English. Co-prerequisite: Education 340. Offered as needed. (Three credits.)

ENVIRONMENTAL SCIENCE

Kenneth L. Cramer, Associate Professor, Coordinator
Kevin Baldwin, Assistant Professor

ENVIRONMENTAL SCIENCE MAJOR

■Requirements:
Following is a complete list of the courses a student in the major would be taking. Courses in **bold type** are the requirements. Courses not in bold type are prerequisites.

BIOL 111 General Zoology (Four credits.)
BIOL 112 General Botany (Four credits.)
BIOL 307 Ecology (Four credits.)
BIOL 350 or CHEM 350 or PHYS 350 Science Seminar (to be taken twice for a total of two credits.)
CHEM 130 Organic Chemistry I (Four credits.)
CHEM 140 General Chemistry (Four credits.)
CHEM 220 Analytical Chemistry (Four credits.)
ECON 200 Principles of Economics (Four credits.)
ECON 380 Environmental Economics (Three credits.)
ENVI 103 Introduction to Environmental Science (Three credits.)
ENVI 218 Applied Hydrogeology (Four credits.)
POLS 101 or POLS 103 or POLS 200 Choose one of these three introductory courses. (Three credits.)
POLS 375 Environmental Politics (Three credits.)
MATH 106 Elementary Statistics (Three credits.)
MATH 141 Elementary Functions (Four credits. Not necessary if student has had high school calculus or pre-calculus.)
MATH 151 Calculus I (Four credits.)
CATA 335 Argumentation (Three credits.)
SOCI 343 Population (Three credits.)
SENIOR RESEARCH from an approved department of choice (Three to four credits.)

Electives:
Students with an interest in policy/advocacy are encouraged to consider the following electives. However, none of these is required.

ECON 310 Regulation and Legislation
ECON 340 Economics and Law
ECON 370 Public Finance
FREN 252 Culture, Folklore, and Historical Background of the French-speaking World
POLS 311 Parties and Interest Groups
RELG 206 Religious Perspectives on Moral Issues
CATA 205 Persuasion
CATA 208 Advanced Public Speaking
CATA 302 Small Group Communication
SOCI 102 Social Problems
SOCI 327 Sociology of Medicine
SOCI 341 Urban Sociology
SPAN 252 Culture, Folklore, and Historical Background of the Spanish-speaking World
PHIL 310 Environmental Ethics

Students with an interest in science are encouraged to consider the following

electives. However, none of these is required.

BIOL 315	Field Zoology
BIOL 201	Field Botany
CHEM 230	Organic Chemistry II
MATH 152	Calculus II
PHYS 103	Astronomy
PHYS 130	Introductory Physics I
PHYS 132	Introductory Physics II
PSYC 201	Research Methods I

ENVIRONMENTAL POLICY MINOR

Students must complete the FOUR courses listed below in group A plus any TWO of the courses listed below in group B. ECON 200 is a prerequisite for the other ECON courses listed. **Environmental Science majors may not minor in policy.** The minor is designed to complement students majoring in other fields such as business, political science, etc.

Group A

ECON 200	Principles of Economics (Four credits.)
ECON 380	Environmental Economics (Three credits.)
POLS 375	Environmental Politics (Three credits.) Prerequisite: one of the following: POLS 100/103/200.
SOCI 343	Population (Three credits.)

Group B

ECON 310	Regulation and Legislation (Three credits.)
ECON 340	Economics and Law (Three credits.)
ECON 370	Public Finance (Three credits.)
ENVI 218	Applied Hydrogeology (Four credits.)
POLS 311	Parties and Interest Groups (Three credits.)

ENVI 103. Introduction to Environmental Science. The course is an introduction to the scope, magnitude, and diversity of environmental issues approached by scientists and policy-makers. An interdisciplinary approach to solving environmental problems is emphasized by providing a scientific, social, and political understanding of the issues. Laboratory sessions include field trips to study human impacts on our environment and group projects and discussion aimed at critical analysis of current environmental topics. (Three credits)

ENVI 218. Applied Hydrogeology. An applied approach to the analysis of the hydrologic cycle with an emphasis on the physical properties, transport, use and contamination of surface water and groundwater. Includes laboratory and field experiences. Prerequisite: Math 141, or consent of instructor. (Four credits.)

GENERAL INFORMATION

1. Emphasis of the Program

The aim of the Environmental Science major is to give students a solid foundation in the natural sciences (including mathematics) and social sciences that pertain to environmental issues and problems. The program is interdisciplinary, requiring students to take courses in at least eight different departments. Several of the courses (Hydrogeology, Environmental Economics, Environmental Politics) were designed specifically for the program. Other course work includes classes such as Ecology, Calculus, Statis-

tics, Analytical Chemistry, Population, and Argumentation. Additionally, all participants in the program are required to complete an independent research project.

Although not all students choosing to major in Environmental Science are necessarily interested in pursuing scientific careers, all should have a firm foundation in the sciences that pertain to environmental concerns. They can thus be more effective lawyers, politicians, advocates, etc. (if those are careers they aspire to) than if they lacked training in the sciences. And they will be able to talk with biologists, chemists, and geologists more intelligently than those who do not have a firm grounding in these areas.

On the other hand, students interested in science-oriented careers in the environment need the perspective and context provided by the social science courses in the major. The social implications of environmental issues cannot be ignored, and the solutions to environmental problems are increasingly economically and politically charged.

2. Equipment/Facilities

Because the program is interdisciplinary, it makes use of classrooms, labs, etc. throughout the campus. However, two laboratories in the Haldeman-Thiessen Science Center have been designated specifically as Environmental Science rooms; one of the labs is reserved for seniors in the program doing independent research.

The sciences at Monmouth have a tradition of intensive hands-on laboratory work, and the college is quite well equipped to support the natural science component of the major.

The college maintains an **Ecological Field Station** on the banks of the Mississippi River, about 30 minutes from campus. Two boats, both with 20-hp motors, are stored at the station for use in aquatic work on the Mississippi or on local lakes. The location of the station gives us easy access to the river and to a variety of terrestrial environments (e.g., deciduous forest, conifer plantations, agricultural). A variety of field sampling and collecting gear is stored at the station, including live-capture traps for birds and mammals and new instrumentation for water analysis.

Newly acquired property within a 15-minute walk of campus dedicated as the **LeSuer Nature Preserve** is also used for field studies, course projects, and senior research. Several acres are being restored to native prairie and a large stream bisects the area. Riparian and flood plain forest also offer abundant opportunities for research in the expanding field of ecological restoration.

The college also maintains a small, fresh-water pond and a native prairie plot for field projects. More information on these areas can be found under the BIOLOGY department heading in this catalog.

3. Career Opportunities

The Environmental Science major is intended to give students a broad yet firm foundation that can be used as a springboard into graduate/professional school or employment. The environmental field is extremely broad, ranging from environmental chemistry to wildlife management to environmental engineering to environmental law. The major is solid but it cannot prepare all students equally well for all careers. For example, if a student is interested in environmental geology, the program will not serve

him/her that well because there will be no geology courses (other than hydrogeology) to back it up. On the other hand, the program would prepare a student well for further study or work in other areas (for example, environmental chemistry). Therefore, we think it is important for students as soon as possible to attempt to define their interests in the environment. What is it they hope to do? environmental monitoring? toxicology? engineering? natural resource management? advocacy? law? politics? Do they hope to go directly into employment? or into graduate/professional school? Depending on the students' specific interests, they can appropriately plan their elective course work and plan to do research and/or internships along the lines of their interests.

4. Off-campus Programs and Field Trips

ACM Wilderness Field Station program—a summer academic program conducted on the Boundary Waters of northern Minnesota and southern Ontario. Students register for a single course (e.g., Ornithology, Mammalogy, Vertebrate Behavior, Conservation Biology, Aquatic Biology, Environmental Ethics) and do extensive field and laboratory work while immersed in a wilderness setting. Nearly all courses involve a 7-10 day canoe trip deep into the Quetico-Superior wilderness of Minnesota and Ontario.

ACM Tropical Field Research program—a semester-long program in Costa Rica. A month-long orientation prepares students through intensive language training and review of field methodology. Thereafter, students can conduct research in a diversity of Costa Rica's ecological zones.

Numerous work/research internships involving environmental problems are available on a competitive basis.

Field-oriented courses at Monmouth College (e.g., Ecology, Field Botany) make frequent use of the Ecological Field Station, LeSuer Nature Preserve, the Spring Grove Prairie and other local settings. There are also occasional weekend trips to such places as Indiana Dunes National Lakeshore and Horicon National Wildlife Refuge.

HISTORY

William L. Urban, Professor, Chair
George F. Arnold, Professor, Dean of Faculty
Tom Best, Lecturer
Simon Cordery, Lecturer
Stacy A. Cordery, Associate Professor; Curator, College Archives
Tom Sienkewicz, Professor
David J. Suda, Professor

■**History Major.** A major in history consists of the western civilization sequence (101, 102, 103), at least one (three credit hour) course in American and in non-Western history, History 300 (the "capstone" course of the department), and twelve additional credit hours in history. Majors who wish to be candidates to graduate with departmental honors must take History 420. History majors are encouraged to participate in an off-campus program.

■**History Minor.** A minor in history consists of fifteen credit hours, including two courses from the western civilization sequence, and one course each in United States, European and non-Western, or History 300.

■**Teacher Certification.** History majors preparing to teach at the secondary level are required to complete the major cited above and to include History 111 and 112, at least one junior-level course in United States history, and three courses in world history. The State of Illinois requires a minimum of 32 hours of history. Students who plan to teach are advised to complete a minor in another department so they will be prepared to teach in more than one area. The additional requirements for certification are described in the Education Department section of the catalog and must include Education 341.

Hist 101. Western Civilization I. The Ancient World to the Renaissance. A survey of the ancient middle east, classical Greece and Rome, the early Christians, the Middle Ages and the Renaissance, during which time were formed many of the institutions and ideas that characterize European civilization. Emphasis on geography, political and religious systems, and social change.

Hist 102. Western Civilization II. From the Reformation through the French Revolution. A survey of the Renaissance and the Reformation, the Counter-Reformation, the Age of Science, the Enlightenment, and the Revolutionary Era. Emphasis on geography, new concepts in religion, science and philosophy, and the development of the modern state.

Hist 103. Western Civilization III. 19th and 20th Centuries. A survey from the formation of the modern nation-states to the present, from the beginnings of modern colonialism to the post-colonial era. Emphasis on economic and cultural change, new political systems, and the creation of the world we know today.

105. History Through Movies: Topic is a one-hour course that explores how a particular theme or issue that has been represented in popular mainstream movies. The course will meet one evening a week for ten weeks for a short lecture on the movie, to view the movie, and to discuss it. The course may be repeated once, when the topic is

changed. (One credit.)

110G. American History 1492-1750. An investigation of the reasons why early modern Europeans undertook what became the conquest of the Americas, how the Spanish, French, and English interacted with the Native Americans they encountered, and the experiences of later immigrant groups. Uses extensive audio-visual materials. Film lab. (Three credits.)

111G. United States History 1750-1900. A study of the main political, social, cultural, and economic developments in the late Colonial, early national, Civil War, and industrial eras until 1900. Film lab. (Three credits.)

112G. United States History 1900-Present. A study of political and social movements in the United States from 1900 to the present. Film lab. (Three credits.)

200. History of Illinois. A video-based program of study designed for secondary-education majors who will be taking the state history exam. (One credit.)

202G. Modern Japan. A study of the social, economic, and political development of modern Japan that emphasizes Japanese responses to problems posed by contacts with the West. (Also Political Science 202.) (Three credits.)

206G. The Enlightenment. A study of the literature, philosophy, art, and music of the period 1600-1800. (Three credits.)

207G. Modernism and the Great War. Covers the period from c.1890 to 1939, focusing on the First World War as the defining event of the period. Emphasis is on the complementarity of social and political conditions, and cultural and intellectual concerns. (Three credits)

208G. 19th-Century Arts and Letters. An interdisciplinary study of the romantic era combining art, music, literature, and philosophy. Offered in alternate years. (Three credits.)

209G. Russian Cultural History. An overview of the cultural history of the former Soviet Union. Emphasizes the tension between the arts (literature, music, the visual arts, and cinema) and the political context of the Soviet Union. Topics include: pre-revolutionary developments, avant-garde modernism of the revolution and the 1920s, socialist realism, censorship and samizdat, emigre art and artists, glasnost, and the arts. (Three credits.)

211G. History of Greece. A study of classical Greece concentrating on ancient historians and their works. Offered in alternate years. (Also Classics 211.) (Three credits.)

212G. History of Rome. An interpretation and evaluation of Roman civilization with special emphasis on the late Roman republic. Film lab. (Also Classics 212.) (Three credits.)

222G. Medieval History. Topics in medieval life, politics, and culture. Covers Byzantine, Frankish, Viking, and late medieval civilizations. Film lab. (Three credits.)

223. The Renaissance. A study of social and political life with considerable

attention to the cultural contributions of the period. Concentration on the Italian Renaissance, especially Florence. (Three credits.)

235. Hitler, Stalin and The Totalitarian Era. A study of the principal tyrannies that have shaped the modern world; concentration on the Soviet Union, Nazi Germany, and People's Republic of China. Film Lab (Three credits.)

240G. Ancient Society: Topic. A close examination of a particular aspect of Graeco-Roman society with special attention to the ways in which the lives of ancient Greeks and Romans were different from those in the modern world. Each time it is offered, this course covers a different social topic, including the ancient family, athletics, education, political organization and theory, military life, utopias, etc. May be repeated for credit with different topics. (Also Classics 240G.) (Three credits.)

250. Special Topics. (One to three credits.)

251. Special Topics (One credit). May be repeated once as topics change.

300. Historiography Seminar. A research and historiography seminar required of all history majors. Should be taken in the junior year. (Three credits.)

302G. History of the Middle East. A study of the tensions between tradition and modernity in the area, with emphasis on Islamic movements. The history of Arabic, Turkic, and Iranian peoples; the period of Ottoman rule; the impact of Western imperialism; and Zionist nationalism are examined. Attention is given to Soviet-American activities in the area and their relation to the political dynamics of the region. (Also Religious Studies 302.) (Three credits.)

303G. History of India and South Asia. Emphasizes the Hindu and Muslim periods, the impact of British colonialism, the 20th century Nationalist movement, and the emergence of Pakistan. Attention is given to modern Hindu, Muslim, and Sikh religious-political movements. The efforts to institutionalize a secular democratic polity in India and to define an Islamic polity in Pakistan are considered. (Also Religious Studies 303.) (Three credits.)

304G. History of Sub-Sahara Africa. A study of tensions between tradition and modernity with emphasis on Western imperialism, Southern Africa, and the rise of African nationalism. (Three credits.)

305G. History of Mexico. Survey of Mexican history from the Indian civilizations to the present with an emphasis on the evolution of society from the two cultures of the colonial period to the Mestizo culture of today. Film lab. (Three credits.)

313. History of American Education. A study of the evolution of the public schools and higher education emphasizing problems of the 20th century. Open only to juniors and seniors in the teacher education program. (Three credits.)

314. Civil War. A survey of the War Between the States, using documents of the government depository in the Hewes Library. Film lab. (Three credits.)

315. Wild West. A survey of the trans-Mississippi West from 1790 to 1890, using

literature and materials from the government depository in the Hewes Library. Film lab. (Three credits.)

316. World War II. A survey of the world conflict emphasizing its watershed importance for modern times, especially its impact on United States society and America's view of its role in world politics. Film lab. (Three credits.)

320. Independent Study. Reading supervised by instructors in more advanced areas not usually offered. Prerequisite: Consent of the instructor. (One to three credits.)

330. Biography and United States History. This class will study the lives of prominent individuals in United States social, cultural, and political history; critically analyze the history of biography; and investigate how history comes to be written by examining those who have been the subject of scholarly biographies and those who have not. Prerequisite: History 111G or History 112; or permission of instructor. Course may be repeated for credit as topics vary. (Three credits.)

340. The Vietnam Era. United States History in the era of the Vietnam War: military and political history, civil rights, and popular culture. Audio-visual materials and the government document collection emphasized. Film lab. (Three credits.)

358. Family History and Genealogy. Social history of the United States from 1900, methods of genealogical research and writing. Each student writes their own family history. Film lab. (Three credits.)

370. Women in United States History. A survey of women's historical experiences in the United States from the American Revolution to the present, this course will examine the methodology of women's history, demonstrating its similarities with and important divergences from traditional approaches to the past. One important goal of the course is to examine women's history as both an integral part of United States history and as a unique subject of historical investigation. Prerequisite: Either History 111G or History 112, or permission of the instructor.

420. Honors Project. An extensive research thesis on a topic selected by the student and the instructor. Prerequisites: History 300 and consent of the instructor. (Three credits.)
Prerequisite: Either History 111G or History 112, or permission of the instructor.

420. Honors Project. An extensive research thesis on a topic selected by the student and the instructor. Prerequisites: History 400 and consent of the instructor. (Three credits.)

INTERDISCIPLINARY STUDIES

101G. Freshman Seminar. A seminar required of all freshmen and taught by faculty from a number of different disciplines. Theme-related texts in the course raise basic questions about the variety of human experience, and about personal and shared values and goals. Students are expected to think critically about the issues raised, to participate in discussions, and to write papers on the works studied. (Four credits.)

201G. Comparative Societies. A historical and cross-cultural introduction to the great variety of ways people organize their social lives. The course includes consideration of differences between so-designated more developed and less developed ("third-world") countries. Emphasis ranges from broad historical analyses, such as the transformation of societies from rural agricultural to urban industrial, to focused comparison of selected aspects of everyday life in different types of societies. Sophomore standing. (Three credits.)

210. Freshman Seminar Associates. Students will assist Freshman Seminar instructors in the conduct of the seminar. Such assistance may involve: attending convocations and leading student discussions on convocation presentations; leading discussion of a text in the seminar; reading student papers; offering writing tutorial help to students enrolled in Freshman Seminar; participating in special projects such as panels, symposia, workshops, etc. Each student will be asked to prepare a short, evaluative paper on the experience at the end of the semester. Open to sophomores, juniors, and seniors. Prerequisites: Academic good standing and a B grade or better in Freshman Seminar at Monmouth College and permission of instructor. Limited enrollment: one associate per section of Freshman Seminar. (Two credits.)

ISSUES AND IDEAS

Courses in this area fulfill the senior general education requirement. A student is required to take one course from those listed below.

402. Classical Mythology and Religion. Considers the meaning of myth and religion in Graeco-Roman society. Discusses various theories of myth, including rationalism, charter myths, and myths as ritual justification. Surveys various aspects of Greek religion, especially mystery religions like the cult of Demeter at Eleusis and the worship of Dionysus. Prerequisite: Senior standing. (Three credits.)

408. Personal Identity. An examination of the biological, behavioral and social foundations of the sense of personal identity. The course considers the ways in which personal identity may be a gift, a biological imperative, a challenge, a distraction, a social creation, or an illusion. The multiple anchors of our identity in memory, body, society and immediate experience are explored.

410. Environmental Ethics. An examination of ecological problems caused by human activities and possible solutions, starting with a rethinking of the relationship between human beings and nature. From different perspectives, including non-western as well as western, the course will investigate various interrelated issues ranging from ethical to metaphysical, including "Do we have an obligation to natural objects?", "If there should be an environmental ethic, what kind of ethic should it be?", etc. Students will have opportunities to develop and express their own views on these issues. (Also Philosophy 310 and Religious Studies 310.) Prerequisite: Senior standing. (Three credits.)

413. Suffering, Evil, and Hope. Why is there suffering and evil? What is our responsibility in the face of suffering? Are there grounds for hoping that suffering may one day cease? This class focuses on the long tradition of religious and philosophical reflection on these and related questions. Features classic texts, novels, and film. Prerequisite: Senior standing. Permission for non-seniors should be directed to the department chair. (Also PHIL 413) (Three credits.)

414. Economy, Community, and Ethics. Economic issues increasingly dominate our lives as we enter the twenty-first century. This course examines moral and ethical issues related to living and laboring in a global economy. What resources do the Judeo-Christian traditions provide for navigating an economically interdependent world? Prerequisite: Senior standing. Permission for non-seniors should be directed to the department chair. (Also RELG 414) (Three credits.)

426. Feminist Approaches to Literature and Society. An application of feminist critical theories to the examination of social constructs present in literary works and in social problems.

434. War and Peace. A study of the causes and results of war, efforts to bring about a peaceful and orderly society, and reasons for the persistence of armed conflict. Prerequisite: Senior standing. (Three credits.)

435. Political Philosophy from Plato

to the Present. A historical survey and philosophical analysis of political theory from ancient Greece to the present. Includes works by Plato, Aristotle, Machiavelli, Hobbes, Lock, Rousseau, Marx, and Mill. (Also Political Science 411 and Philosophy 411.) Prerequisite: Senior standing. (Three credits.)

436. Poetics of the Self. An investigation of some questions that arise from an awareness of one's own self. The intent is to place the question "Who am I?" into a critically manageable context. Emphasizes discovery of the self and various strategies for making sense of who one is. Particular emphasis on the need for models (plots, paradigms, myths) in defining our existence. (Also Philosophy 336.) Prerequisite: Senior standing. (Three credits.)

437. The New Individual: Narcissus and the Faceless Man. A study of individualism and conformity emphasizing the origins of the tradition of pessimism in modern American thought. Includes discussion of anarchism, conformity, authoritarianism, and totalitarianism contrasted with the ideal of the well-rounded individual of the liberal arts tradition. Includes readings from history, philosophy, and literature. Prerequisite: Senior standing. (Three credits.)

444. The Politics of Islam. Examines different forms of Islamic revivalism as well as the basic political tenets of Islam. Puts current trends in historical perspective. (Also Political Science 244G.) Prerequisite: Senior standing. (Three credits.)

468. The Arts in Society. The arts examined critically from the perspective of the values which they embody, express, and communicate. Topics include: freedom and creativity; the autonomous value of the arts; art and the sacred; the arts in relation to the civic environment (urban design, education, censorship, pornography, political revolution, patronage, and kitsch). Prerequisite: Senior standing. (Three credits.)

470. Biotechnology and Human Values. A course designed to study the impact, tends and implications of biotechnology on modern culture. The biological history and development of the phenomenon will also be considered. Prerequisite: Senior standing. (Three credits)

472. Fiction and Industrial Society. An investigation of issues and questions of value raised by selected 19th- and 20th-century novels that focus on modern industrial society. Prerequisite: Senior standing. (Three credits.)

477. Energy Resources. Study of the geologic, economic, and socio-political implications of locating, recovering, utilizing, as well as the disposing of the wastes from the use of the earth's energy resources. The effects of population growth and the demands from industrial development will be considered. Prerequisite: Senior standing. (Three credits.)

479. Cosmology and Creation. An investigation, from Western and Eastern points of view, of the origin of the universe and our place in it, this course raises issues that confront most thinking people at some point in their lives. It will examine differing view points, such as myth and truth, creation and evolution,

science and religion and critically study the contributions of scientists—both physical and biological, philosophers—ancient and modern, and theologians—traditional and non-traditional, and notice where these scholars interrelate and where they part company. (Also RELG 479.) (Three credits.)

480. Evolution of Human Behavior. An exploration of the application of evolutionary theory to explain human behavior, beginning with an overview of the process of evolution and research in animal and human behavior. Abuses of neo-Darwinian explanations (e.g. social Darwinism, progressive evolution, racism, sexism) will be contrasted with the potential benefits of such an approach to understanding human behavior. Broader philosophical implications of applying naturalistic explanations to human behavior will be discussed. Prerequisite: Junior standing. (Three credits.)

485. Ethics in an Information Society. The course is intended to increase students awareness of social and ethical issues which arise as a result of the use and influence of computers and computing and to encourage students to examine their own personal value systems in the context of the use of computer technology in modern society. The course is open to senior students regardless of their majors. Prerequisite: Senior standing or permission of instructor. (Three credits.)

MATHEMATICS AND COMPUTER SCIENCE

Lyle L. Welch, Professor, Chair
Marjorie E. Bond, Assistant Professor
John Diamanatopoulos, Asst. Professor
Howard Dwyer, Assistant Professor
Peggy Kulczewski, Lecturer
Sharon Lomax, Lecturer
Mary McDermott, Lecturer
Marta M. Tucker, Professor

MATHEMATICS

■**Mathematics Major.** The mathematics major requires a minimum of 30 semester hours and has two components. The first component includes courses required of all majors while the second component is courses elected from a list of courses in Computer Science, Physics, Philosophy, or other offerings in Mathematics.

Required courses include: Mathematics 151 (or equivalent), 152, 241, 253, 311 or 317 or 420.

Elective courses from: Mathematics course numbered 200 or above, Computer Science 315, Philosophy 201, or Physics 356.

In addition, one semester of computer programming is required of all majors.

■**Teacher Certification.** Those preparing for secondary level Mathematics teaching must complete the major cited above and include Mathematics 317. The additional requirements for certification are described in the Education Department section of the catalog; candidates must include Mathematics 324.

■**Mathematics Minor.** The mathematics minor requirement includes: one course in Calculus, Mathematics 241, three semester hours at the 300 level, and additional mathematics courses at or above the 150 level (except 324) in order to meet or exceed the college requirement of 15 semester hours of work in mathematics.

104. Introduction to Mathematics. An introduction to the mathematical processes and the use of mathematics in problem solving. Topics will include but are not limited to algebra, sets, probability, statistics, trigonometry, geometry, and number theory. The course is intended for non-majors. (Three credits.)

106. Elementary Statistics. A study of the methods of handling data and the nature of probability distributions and an introduction to statistical inference with applications. Topics include mean and variance, correlation and regression, and some of the basic distributions of statistics. (Three credits.)

110. Mathematics for Elementary Education. A study of the number systems of arithmetic, the natural numbers, the rational numbers, statistics, problem solving, and strategies for teaching elementary mathematics. Prerequisite or Co-prerequisite: Education 200. (Three credits.)

141. Elementary Functions. A precalculus study of polynomial, circular, exponential, and logarithmic functions. Prerequisite: Three years of college preparatory mathematics. (Four credits.)

151. Calculus I. A study of the calculus of functions of a single variable. Prereq-

uisite: Four years of college preparatory mathematics or Mathematics 141. (Four credits.)

152. Calculus II. A continuation of Mathematics 151. Prerequisite: Mathematics 151 or one year of high school calculus. (Four credits.)

206. Elementary Statistics with Calculus. An introduction to statistical methods and the role of calculus in these methods. Topics include mean and variance, correlation and regression, distributions of statistics, and statistical inference. Prerequisite: Mathematics 151. (Four credits.) (Students who have completed Math 106 may not register for this course.)

241. Linear Algebra. A study of finite dimensional vector spaces, linear transformation, and matrices. Prerequisite: Mathematics 151. (Three credits.)

253. Calculus III. A study of the calculus of functions of more than one variable: including partial differentiation and multiple integration. Prerequisite: Mathematics 152. (Three credits.)

254. Differential Equations. An introduction to ordinary differential equations and their applications. Prerequisite: Mathematics 152. (Three credits.)

260. Discrete Structures. Topics include sets and logic, number systems, properties of whole numbers, functions and relations, recursion, combinatorics and probability, matrices, and graph theory. (Three credits.)

301. Advanced Calculus. A theoretical development of the calculus of one and several variables, including topological concepts, linear theorems, differentiation, integration, series, pointwise convergence, and uniform convergence. Offered in alternate years. Prerequisite: Mathematics 253. (Three credits.)

311. Introduction to Modern Algebra. A study of groups, rings, and fields plus their applications. Offered in alternate years. Prerequisite: Mathematics 152 and 241. (Three credits.)

317. Geometry. A study of such topics in advanced and modern geometry as non-Euclidean geometry, finite and projective geometries, isometries and transformation groups, convexity, foundations, and axiomatics. Offered in alternate years. Prerequisite: Mathematics 152. (Three credits.)

323. Numerical Analysis. An introduction to numerical algorithms. Methods will include finding roots of equations, interpolation, curve-fitting, approximations of functions, and numerical differentiation and integration. Offered in alternate years. Prerequisite: Mathematics 152. (Three credits.)

324. Mathematics Methods for Secondary Teachers. A study of the philosophy and methods of teaching mathematics in junior and senior high school. Co-prerequisites: Mathematics 317, Education 340. (Three credits.)

330. Mathematics Modeling. A study of the mathematical modeling process. Examples will come from calculus, linear algebra, and physics. Students will present a mathematical model of some phenomenon. Prerequisites: Mathematics 241 and senior standing. (Three credits.) (Math-Education majors may take this

course in the junior year.)

339. Probability and Statistics. An introduction to probability theory and its applications, including discrete and continuous random variables, density functions, distribution functions, expectations, and variance. Offered in alternate years. Prerequisite: Mathematics 206, or Math 106 and Mathematics 151. Mathematics 152 preferred but not required. (Three credits.)

345. Linear Regression and Analysis of Variance. A data-analytic course. A study of simple and multiple linear regression and basic analysis of variance (ANOVA). Topics include: residual diagnostics, model validation, model building, computation and interpretation for one- and two-way ANOVA, and multiple comparisons. May include factorial ANOVA, analysis of covariance, repeated measures, and/or some experimental designs. Applications include use of computers. Prerequisites: Math 106 or 206 or Pysch 201 or consent of instructor. Desired but not required Math 151 or 152. (Three credits)

350. Topics in Mathematics. Possible topics include number theory, topology, complex variables, and continuations of other mathematics courses. May be repeated if the student does not already have credit for the topic offered. Offered when there is sufficient student interest. Prerequisites: Mathematics 152 and consent of the instructor. (Three credits.)

420. Independent Study and Seminar. A study of selected topics in advanced mathematics. Prerequisite: Mathematics 311. (Three credits.)

COMPUTER SCIENCE

■**Computer Science Major.** The computer science major requires a minimum of 30 semester hours and has two components. The first component includes courses required of all majors while the second component is courses elected from a list of courses in Mathematics or other offerings in Computer Science.

Required courses include: Computer Science 161 (or equivalent), 163, 190, 220, Mathematics 260, two courses from Computer Science 320, 325, 335 or 345, and Computer Science 400 or Mathematics 330.

Elective courses from: Computer Science course numbered 200 or above, Mathematics 151, 241, 323, 330.

Those preparing for graduate study should take Computer Science 325, 335, 345, and complete a mathematics minor.

■**Computer Science Minor.** The computer science minor requirement includes: one course in a programming language, Computer 163, three semester hours at the 300 level, and additional computer science courses at or above the 160 level to meet or exceed the college requirement of 15 hours of work in computer science.

160. Fundamentals of Computer Science. An introduction to the field of computer science with emphasis on programming. Students will be asked to write programs in at least one high-order language. In addition to programming, the course will include a brief introduction to various topics that make up the computer science discipline. these topics may include, but are not limited to computer logic, computer architecture, operating systems, and compilers. In

addition, topics such as history of computing, careers in computing, and social impact of computing will be covered. this course is intended for students with no previous computer experience. (Four credits.)

161. Introduction to Programming. An in-depth introduction to the design, develpment, and implementation of computer programs. Topics include structured and object-oriented programming methodologies, programming language features, primitive and structured data types, data and sequence control mechanisms, subprograms and parameters, recursion. Students experiment with basic concepts during regularly scheduled laboratory sessions. Prerequisite: Computer Science 160 or equivalent experience. (Four credits.)

163. Data Structures. Definition, implementation and application of data structures and their operations. Topics include abstract data types, object-oriented programming, recursion, efficiency analysis, algorithms, sorting and searching. Students experiment with basic concepts during regularly scheduled laboratory sessions. Prerequisite: Computer Science 161. (Four credits.)

190. Digital Electronics for Computer Science. An introduction to digital circuit elements, including the microprocessor. Emphasizes practical experience. Prerequisite: Computer Science 161. (Also Physics 190.) (Four credits.)

200. Programming in C. An introduction to programming in C. Students are introduced to the structure and syntax of this language. Recommended for those planning to enroll in File Structures or Operating Systems. Prerequisite COMP 163. (One Credit.)

220. Assembly Language. Topics include computer structure and machine language, assembly language, addressing techniques, macros, input-output, and program construction. Prerequisite: Computer Science 190. (Three credits.)

315. Scientific Programming in Fortran. A study of the applications of Fortran in writing programs for use in the sciences. Prerequisite: Computer Science 161. (Three credits.)

320. File Structures. A study of the various organizations and access methods of computer files and file systems. Theory, algorithms, and performance efficiencies are emphasized. Prerequisite: Computer Science 163. (Three credits.)

325. Organization of Programming Languages. A study of the necessary components of programming languages and of how computers implement programs. Prerequisites: Computer Science 163, 220. (Three credits.)

335. Systems Analysis and Design. Includes building and describing a logical model of a system, top-down design of modular structures, and database management. Prerequisite: Computer Science 163. (Three credits.)

340. Analysis of Algorithms. A study of the design and analysis of computer algorithms. Topics include asymptotic analysis, efficient algorithm design, sorting and order statistics, hasing, binary search trees, graph algorithms, matrix multiplication, and NP completeness. Prerequisites: Computer Science 163, Mathematics 260. (Three credits.)

345. Operating Systems. Topics include dynamic procedure activation, system structure, memory management, process management, and recovery procedures. Prerequisites: Computer Science 163, 220. (Three credits.)

350. Topics in Computer Science. Possible topics include other programming languages and artificial intelligence. May be repeated for credit with different topics. Offered when there is sufficient student interest. Prerequisites vary according to the topic studied. (Three credits.)

400. Senior Project. A semester-long project involving the development of a software and/or hardware system or theoretical study of an approved topic. These projects will normally be done in groups. Prerequisite: Computer Science 163, 190, 220, and senior standing. (Three credits.)

420. Independent Study. An individual project in computer science undertaken by the student with the guidance of the faculty. Prerequisite: Consent of the instructor. (Three credits.)

450. Internship in Computer Science. An experience designed to allow students in the computer science field to apply the concepts and ideas developed during their study in the major. Prerequisite: Senior standing and prior approval of the department. (Three credits.)

MILITARY SCIENCE

A student enrolled in the military science program seeking a commission in the U.S. Army Reserve may major in any recognized discipline within the College.

The military science program provides instruction and practical experience in leadership and management that will help students succeed in any desired career, civilian or military.

■Requirements for Commission.

1. Completion of requirements for the bachelor's degree.

2. Department core in military science under the four-year program (21 semester hours).
   a. Introduction to Military Science 101 and 102 (two semester hours).
   b. Basic Military Science 201 and 202 (four semester hours).
   c. Intermediate Military Science 301 and 302 (six semester hours).
   d. Advanced Summer Camp (six semester hours placement credit).
   e. Advanced Military Science 401 and 402 (six semester hours).
   f. Maintain a C average in intermediate and advanced military science courses.
   g. Issues and Ideas 434 (three semester hours).

3. Departmental core in military science under the two-year program (21 semester hours).
   a. Basic Summer Camp or equivalent training (six semester hours placement credit).
   b. Intermediate Military Science 301 and 302 (six semester hours).
   c. Advanced Summer Camp (six semester hours placement credit).
   d. Advanced Military Science 401 and 402 (six semester hours).
   e. Maintain a C average in intermediate and advanced military science courses.
   f. Issues and Ideas 434 (Three semester hours).

4. Maintain a College cumulative grade-point average of 2.0 or better.

5. Meet prescribed medical fitness standards.

■Advanced Placement. Students with prior military service or those who have completed one or more years at a service academy or basic and advanced individual training (ARNG, USAR) will receive credit for advanced placement.

■Extracurricular Activities. A variety of extracurricular activities is offered for all students enrolled in military science. Many involve team competition with other universities.

■Reserve Officers' Training Corps (ROTC). The ROTC program offers a variety of opportunities for qualified students to obtain commissions as officers in the United States Army. Commissions are earned while the students obtain their B.A. degrees in the academic discipline of their choice (a student does not major in military science). Many students earn their degrees with federal ROTC scholarship assistance and receive financial aid from ROTC. The opportunities to obtain a commission include a four-year program, a modified four-year program, and a two-year program.

■**Four-year Program.** The normal progression to a commission is the four-year program. It consists of a basic course (first two years) and an advanced course (second two years). College academic credit is earned for all course work satisfactorily completed.

•BASIC COURSE. Basic Course enrollment is limited to freshmen and sophomores. (The permission of the department chair is required for other students.) In the spring of each year, freshmen and sophomores compete for several federal ROTC scholarships. Basic Course students are not required to wear uniforms or obtain haircuts. Basic Course students do not incur any military obligation. During the period of the Basic Course, the students decide whether they want to enter the Advanced Course. The military science department evaluates their qualifications and determines their eligibility for acceptance.

•ADVANCED COURSE. Advanced Course students include all students who have successfully completed the Basic Course or received credit for the Basic Course under one of the other options discussed below. Entry into the Advanced Course is a joint decision by the student and the military science department.

Requirements include being of good character, a loyal U.S. citizen, under 28 years of age, medically qualified, not a conscientious objector, having more than a 2.0 cumulative grade-point average, and passing an entrance test. Students entering the Advanced Course sign a contract with the government and earn $150 tax free each month during their last two years of college (up to $3,000). They continue to compete for numerous federal scholarships. Advanced Course students do incur a military obligation in either the Reserves, National Guard, or Active Army. The length of obligation varies depending on the type of commission taken. Students can be guaranteed Reserve Forces duty. Course work for the Advanced Course spans two years. Advanced Course students also attend an Advanced Summer Camp of five weeks duration, normally between their junior and senior years. Students receive pay, travel pay, and board and room while attending the camp.

■**Two-year Program.** The two-year program permits the student to enter the Advanced Course after successful completion of the ROTC Basic Summer Camp. The ROTC Basic Camp is approximately five weeks long and provides military training in such subjects as leadership, rappelling, map reading, rifle marksmanship, physical training, tactics, communications, first aid, and water survival. The student attending ROTC Basic Camp is paid to attend and receives free lodging, meals, and college credit (six elective hours). There is no service obligation connected with the camp. The camp is designed to provide the student with Basic Course credit. Students wishing to attend the Basic Camp should apply early in the spring semester.

■**Advanced Placement Credit.** Veterans, prior service students, junior ROTC students (three or more years), and National Guard or USAR members may receive advanced placement credit for the Basic Course.

■**Financial Aid.** During the last two years of military science, contracted Advanced Course students receive a total

living allowance of approximately $3,000 tax free. This subsistence allowance is received in $150 monthly installments during the school year. Simultaneous Membership Program cadets also receive pay from their Reserve or National Guard unit.

■ **Commission as a Second Lieutenant.** Students who successfully complete all requirements of the ROTC program are commissioned as second lieutenants. These commissionees fulfill their contractual obligations by serving in the Army Reserve, National Guard, or on Active Duty. Service in the Reserve or National Guard is an ideal way of blending a full-time civilian career with part-time service to the country as an officer. The military duties of these new officers cover the entire spectrum from infantry to medical service, including such options as aviation, personnel administration, finance, military intelligence, and military police. Many students delay their military duties to attend graduate school or to attain professional degrees. Students desiring further information should call Western Illinois University at 309-298-1161 and arrange for a meeting at the ROTC office.

101. Introduction to Military Science. A course designed to introduce students to Army ROTC and the organization of the U.S. Army and its role in American society. Teach fundamental concepts in leadership in both classroom and outdoor activities. Increase self-confidence through optional activities in rappelling, leadership reaction course, and basic marksmanship. (One credit.)

102. Introduction to Military Science. A continuation of Military Science 101. This course continues to build the knowledge base of soldier skills such as first aid, marksmanship, and writing. Expands a student's opportunity for and knowledge of leadership skills through basic drill, rappelling and the leadership reaction course. Prerequisite: Military Science 101. (One credit.)

201. Basic Military Science. Students participate in discussions of selected leadership principles and the methods of military instruction. Introduction to a leadership development program which assesses students using 12 leadership dimensions. Instruction in basic individual military skills. Prerequisite: Military Science 102. (Two credits.)

202. Basic Military Science. Continuation of discussions of personal leadership development and individual military skills. Exercises in team building, small unit leadership techniques, and military map reading. Prerequisite: Military Science 201. (Two credits.)

220. Individual Studies. Special study in military science carried out under the supervision of a faculty member. Limited to enrolled military science students. Prerequisite: Permission of the PMS. (One to three credits.)

301. Intermediate Military Science. Theories and techniques of military leadership. Concentration on leader/group interaction, organizational demands, communication, and counseling. Practical opportunities to lead small groups, receive assessment, and lead in situations of increasing complexity. Application of leadership techniques in small unit tactics and preparation for Advanced Camp. Prerequisites: Military Science 202 or Basic Camp and consent

of the PMS. (Three credits.)

302. Intermediate Military Science. Continues methodology of Military Science 301. Tactical organization, operations and small unit leadership of rifle squad and platoon in the attack and defense. Written and oral presentation of operations orders, reports, and control systems. Proficiency in land navigation. Preparation for Advanced Camp. Prerequisite: Military Science 301 and consent of the PMS. (Three credits.)

401. Advanced Military Science. Designed to prepare the cadet for transition to lieutenant. Students will learn the expectations of duties of the newly commissioned officer, including command and staff functions through classroom discussion. They will also function as a battalion level command and staff element. Military Science 401 will also continue to improve upon presentation skills, use of after action review/reports, understanding Army Training Doctrine, operation orders and military justice. Prerequisites: Military Science 302 and consent of the PMS. (Three credits.)

402. Advanced Military Science. Culmination of the leader development process at the pre-commissioning level, preparing for the transition from cadet to lieutenant. Training is to solidify the commitment to officership, reinforce individual competencies, and offer practical leader experiences. Includes the study and application of oral and written communications, leadership/professional ethics, logistics and maintenance. Prerequisites: Military Science 401 and consent of the PMS. (Three credits.)

420. Individual Studies. Special study in military science carried out under the supervision of a faculty member. Limited to enrolled military science students. Prerequisite: Permission of the PMS. (One to three credits.)

MODERN FOREIGN LANGUAGES

Alfred Keller, Assistant Professor, Chair
Jacqueline Baca, Lecturer
Luisa Carmen-Medrano, Lecturer
Joan Clifford, Assistant Professor
Marie-Jo Descas, Assistant Professor
Susan Holm, Professor
Mary Lois McCarnes, Lecturer
Susan Thompson, Lecturer
Jacquelynn Urban, Lecturer

■**Spanish Major.** A major in Spanish consists of a minimum of nine courses/27 semester hours beyond the 102 level. Spanish majors must also take a proficiency exam and pass a comprehensive examination upon completion of the major before graduation.

Students planning careers in international business, government, or service should consult the department for specific course recommendations. The Modern Foreign Languages Department encourages its majors to spend a period of time abroad in study and travel and helps those who wish to do so in every way it can.

■**Spanish Minor.** A minor in Spanish consists of a minimum of five courses/15 semester hours beyond the 102 level. Spanish minors must also take a proficiency exam.

■**Teacher Certification.** Majors seeking certification in secondary education must complete a comprehensive major in Spanish as cited above. The State of Illinois will count Spanish 101 and 102 as part of the required 32 semester hours for certification although 101 and 102 do not count toward a major in Spanish. If students place out of 101 and/or 102 at Monmouth College, their transcript will indicate their proficiency at the 101 and/or 102 level. Thus, the proficiency test results will be allowed by the State of Illinois as the equivalent of having taken 101 and/or 102, for the sole purpose of counting courses since no credit will be given. Candidates must also complete the additional certification requirements described in the Education Department section of the catalog, and must include Modern Foreign Language 460, Methods of Teaching Modern Foreign Language.

SPANISH

101G. Elementary Spanish I. This course focuses on the essential elements of effective communication in the Spanish language. The student will acquire a basic competence in the four language skills (listening, speaking, reading and writing), and learn to appreciate the language as a communication system for a different culture, including its distinct thought processes and viewpoints. (Four credits.)

102G. Elementary Spanish II. A continuation of Spanish 101. Practice and acquisition of increasingly complex vocabulary and sentence structure, tenses and moods, leading to greater accuracy in oral and written expression. Prerequisite: a passing grade in Spanish 101 or placement. (Four credits.)

201. Intermediate Spanish. Emphasis on the spoken and written language aimed toward accurate oral and written expression. Includes intensive review of grammar as well as readings and discussions of Hispanic culture. Prerequisite: a passing grade in Spanish 102 or placement. (Four credits.)

210. Conversation and Writing Practice. Comprised of Spanish conversation, based on more sophisticated readings, a

grammar review and writing practice, aimed toward increasingly accurate oral and written expression. Pre-requisite: Spanish 201 or its equivalent. (Three credits.)

212. Advanced Grammar and Composition. Combines an intensive study of grammar with complementary writing projects designed to build and refine oral and written skills. Pre-requisite: Spanish 210, its equivalent and/or consent of the instructor. (Three credits.)

252. Culture, Folklore, and Historical Background of the Spanish-Speaking World. A study of Spanish and Hispanic civilization and culture from Pre-Columbian times to the present. Conducted in Spanish. Pre-requisite: Spanish 212 or consent of the instructor. (Three credits.)

310. Introduction to Spanish Literature. A study of the genres of poetry, narrative, drama and essay. Introduction to literary analysis, using representative works of literature in Spanish. Pre-requisite: Spanish 212 or consent of the instructor. (Three credits.)

321. The Golden Age of Spanish Literature. An introduction to the *Quijote* and the poetry and drama of the Renaissance and Baroque periods. Pre-requisite: Spanish 310 or consent of the instructor. (Three credits.)

322. 19th –Century Spanish Literature. A study of representative works from the Romantic, Realist, and Naturalist movements in Spain. Prerequisite: Spanish 310 or consent of the instructor. (Three credits.)

323. 20th-Century Spanish Peninsular Literature. An examination of compelling works of literature as a reflection of 20th-century Spanish society. Pre-requisite: Spanish 310 or consent of the instructor. (Three credits.)

324. Spanish American Literature. An overview of Latin American literature with special emphasis on contemporary literature. Pre-requisite: Spanish 310 or consent of the instructor. (Three credits.)

326. Topics in Spanish. A close study of a selected topic related to the Spanish language or literature. Previous topics have included Business Spanish, Focus on the Caribbean, Mexican Literature, Hispanic Drama, The Picaresque Novel. Pre-requisite: 310 or consent of the instructor. (Three credits.)

FRENCH

■ **French Major.** A major in French consists of a minimum of nine courses/28 semester hours beyond the 102 level. French majors must also take a proficiency exam following French 210/220, and must pass a comprehensive examination upon completion of the major and before graduation.

Students planning careers in international business, government or service should consult the department for specific course recommendations. The Modern Foreign Languages Department encourages its majors to spend a period of time abroad in study and travel and helps those who wish to do so in every way it can.

■ **French Minor.** A minor in French consists of a minimum of five courses/16 credit hours beyond the 102 level. French minors must also take a proficiency exam following French 210/220.

101G. Elementary French I. This course focuses on the essential elements of effective communication in the French language. The student will acquire a basic competence in the four language skills

(listening, speaking, reading and writing), and learn to appreciate the language as a communication system for a different culture, including its distinct thought processes and viewpoints. (Four credits.)

102G. Elementary French II. A continuation of French 101. Prerequisite: A passing grade in French 101 or placement. (Four credits.)

201. Intermediate French. A one semester intermediate course designed to enable students to attain a functional level of proficiency in French. The emphasis is on the development of oral-aural skills (speaking and listening). Prerequisite: French 102 or placement. (Three credits.)

210. Advanced Composition and Conversation. A study of the structure of the French language beyond the intermediate level. Includes continued grammar study and written and oral composition aimed toward accuracy of expression. Prerequisite: French 201 or its equivalent. Offered only in conjunction with French 220. (Three credits.)

220. Proficiency in French. (Taught in French) This course provides students with a functional level of proficiency in French. Emphasis is placed on developing students four skills (speaking, writing, listening and reading). Prerequisites: French 201, equivalent, or consent of instructor. Not offered as a separate course but only in conjunction with French 210. (One credit.)

250. Special Topics. May be repeated for credit. (Three credits.)

252. Culture, Folklore, and Historical Background of the French-Speaking World. This course is an introduction to different aspects of contemporary France: values, attitudes, beliefs and instructions. For a better understanding of both the high and popular culture, this course will also explore as a background a number of political issues (legacy of the Occupation, decolonization, etc.) French civilization (history, literature and the arts) will be mainly treated as a means of better understanding present day France. Prerequisite: French 201 or its equivalent. (Three credits.)

315. French Writing and Grammar. The aim of this course is to provide the grammatical knowledge and necessary grounding students need to comprehend complex readings and to write advanced papers in French. Prerequisite: French 210/220 or consent of instructor. (Three credits.)

321. *Explication de texte.* (Taught in French) Students will be introduced to various strategies for analyzing literary and non-literary texts. Students will also study the aesthetics and theory of literary expression. Selected texts range from the 18th through the 19th century. Prerequisite: French 315. Offered alternate years. (Three credits.)

332. Perspectives in French Literature (Theater/Prose/Poetry). (Taught in French) Organized by "genre" (theater, poetry or prose) and by "siecle" (century), this basic course in literature provides an overview of French literature and acquaints students with major literary trends through the study of representative works from various periods. Can be repeated for credit provided that the topics and texts differ from one semester to the next. Prerequisites: French 315 and 321. Offered alternate years. (Three credits.)

325. Business French. (Taught in French) The goals of this course are both linguistic and substantive. In addition to learning professional vocabulary, students will study the functioning and characteristics of the French business world. The

following topics will be covered: A) business letters, resume writing, interviews and job searching; B) overview of selected business cases; C) financial institutions; D) trade (etc.). Prerequisites: A good knowledge of basic French grammar and French 315. Offered alternate years. (Three credits.)

423. Perspective in French Literature (Love). (Taught in French) This course will address the relationship between love and desire as well as the representation of characters in love and characters loved, how female and male protagonists are portrayed as both active and passive at the same time. The selected works for this course range from the Middle Ages through the twentieth century. May be repeated for credit as topics vary. Offered alternate years. (Three credits.)

424. Francophone Literature. (Taught in French) Reading some of the most compelling literary representations of children growing up in Africa or Antillean milieu, we will focus on themes, motifs, symbols and other literary devices used to articulate their reflections, dilemmas, perplexities and choices. Colonialism, assimilation, identity, the other versus the self are some of the themes to be explored in this course. Offered alternate years. (Three credits.)

GERMAN

101G. Elementary German I. This course focuses on the essential elements of effective communication in the German language. The student will acquire a basic competence in the four language skills (listening, speaking, reading and writing), and learn to appreciate the language as a communication system for a different culture, including its distinct thought processes and viewpoints.

102G. Elementary German II. A continuation of German 101. Prerequisite: A passing grade in German 101 or placement. (Four credits.)

201. Intermediate German. A continuation of German 102 in which students complete their overview of German grammar and further develop their skills in speaking, listening, writing, and reading. Prerequisite: German 102 or placement. (Three credits.)

MODERN FOREIGN LANGUAGES

220. Individual Study. Students arrange appropriate sophomore-level independent study projects with individual instructors in their major language. (One to four credits.)

250. Special Topics. May be repeated. Pre-requisite: 212 or consent of the instructor. (Three credits.)

320. Individual Study. Students arrange appropriate junior-level independent study projects with individual instructors in their major language. (One to four credits.)

340. Introduction to Linguistics and Phonetics. A course designed for students interested in the structure and phonetics of modern languages. (Three credits.)

420. Individual Study. Students arrange appropriate senior-level independent study projects with individual instructors in their major language. (One to four credits.)

460. Methods of Teaching Modern Foreign Languages. A study of the methods of teaching modern foreign languages. Required for certification. Co-prerequisite: Education 340. (Three credits.)

MUSIC

Perry White, Assistant Professor, Chair
James E. Betts, Associate Professor,
Chris Brooks, Lecturer
Thomas Kasinger, Lecturer
Michael E. Sproston, Associate Professor
Carolyn Suda, Lecturer

■ **Music Major.**

•GENERAL MAJOR. The program for the general music major includes Music 101, 121, 122, 221, 222, 321, 322, and 420; at least one course chosen from Music 203, 301, or 302; four credits in applied music; participation in Music 134, 181, 184 or 185 during each semester the student is enrolled on campus; and attendance at campus concerts and recitals. Music majors are required to demonstrate competence on the keyboard by passing an examination in functional piano. The major should consult with the department for additional policies.

The culminating experience for music majors is an independent study in the senior year consisting of an in-depth investigation of a topic chosen by the student in conjunction with the advisor.

•PERFORMANCE. Music majors who concentrate in performance must take an additional eight credits of applied music in their major instrument and present a half recital before the end of their junior year and a full recital before the end of the senior year. Other requirements for the general major apply.

■ **Music Minor.** The minor in music is designed for those students who wish to develop both their performance skills and their general understanding of music. The minor requires two courses (taken in sequence) chosen from Music 121, 122, 221, or 222; one course chosen from Music 203, 301, or 302; one course chosen from Music 321 or 322; four credits in applied music (including two credits in piano if not the major applied instrument); and four credits in Music 134, 181, 184 or 185. In addition, attendance at campus concerts and recitals is expected each semester.

■ **Teacher Certification.** Students preparing for certification in secondary vocal-music education take Music 101, 121, 122, 221, 222, 252, 301, 313, 321, 322, 420, and eight credits of applied music, and present a half recital during their junior year as well as participate in Music 134, 181, or 184 during each semester the student is enrolled on campus. Other requirements for the general major apply to all music education majors.

Candidates must also complete the certification requirements described in the Education Department section of the catalog. Those students preparing for a special K-12 vocal certificate take Music 312 in addition to the vocal-music education program.

Elementary education majors seeking middle school certification in music must take two courses (taken in sequence) chosen from Music 121, 122, 221, or 222; one course from Music 321 or 322; Music 301; Music 312; four credits in applied music (including two credits in piano if not the major applied instrument); and four credits in Music 134, 181, 184 or 185.

APPLIED MUSIC

Performance instruction is available by audition or by consent of the instructor and consists of one half-hour lesson per

week with at least one hour of daily practice for one credit per semester. With instructor's consent, music majors or other advanced students may study for two credits per semester, requiring a one-hour individual lesson each week and at least two hours of daily practice.

As stated above, music majors are expected to demonstrate competence on the keyboard by passing an examination in functional piano. Piano study for music majors who have had little experience with a keyboard instrument is strongly recommended for the freshman year as a basis for further study of music.

Odd-numbered courses carry one credit per term; even-numbered courses carry two credits.

145G. Piano. (One credit.)
146G. Piano. (Two credits.)
151G. Voice. (One credit.)
152G. Voice. (Two credits.)
153G. Strings—Fretted. (One credit.)
154G. Strings—Fretted. (Two credits.)
155G. Strings—Cello. (One credit.)
156G. Strings—Cello. (Two credits.)
161G. Woodwinds. (One credit.)
162G. Woodwinds. (Two credits.)
165G. Brass. (One credit.)
166G. Brass. (Two credits.)
171G. Percussion. (One credit.)
172G. Percussion. (Two credits.)

ENSEMBLES

The following ensembles are open to all students by audition or by consent of the instructor. Each carries one credit per semester.

131G. Jazz Band. (One credit.)
133G. Sound of Five. (One credit.)
134G. Vocal Chamber Music (One Credit)
181G. Chorale. (One credit.)
182G. Instrumental Chamber Music. (One credit.)
184G. Concert Choir. (One credit.)
185G. Wind Ensemble. (One credit.)
186G. Pipes and Drums. CR/NC. (One credit.)

COURSES

101G. Introduction to Music. A study of musical materials, principles of organization, and historical styles. Designed to develop an understanding of music. Music majors or minors should enroll in Music 101 during their freshman year. (Three credits.)

121. Theory of Music I. An introductory investigation into the basic theoretical foundations of music—melody, harmony, rhythm, tone color, and form—through the study of music from various stylistic periods and the development of skills in listening, singing, keyboard, composition, and analysis. (Three credits.)

122. Theory of Music II. A continuation of Music 121 at the elementary level. Prerequisite: Music 121 or consent of the instructor. (Three credits.)

203G. Evolution of Jazz. A study of the origin and development of jazz and its components. Designed to develop an understanding of jazz as it relates to American society and other styles of music. Offered in alternate years. (Three credits.)

221. Theory of Music III. A continuation of Music 122 at the intermediate level. Prerequisite: Music 122 or consent of the instructor. Offered in alternate years. (Three credits.)

222. Theory of Music IV. A continuation of Music 221 at the advanced level. Prerequisite: Music 221 or consent of the instructor. Offered in alternate years. (Three credits.)

250. Special Topics. (Three credits.)

252. String Techniques. A study of the techniques of playing the violin, viola, cello, and double bass for students preparing to teach music at the elementary or secondary level. Offered in alternate years. Prerequisite: Music 222 or consent of the instructor. (One credit.)

301. Introduction to Conducting. An introduction to the principles of conducting that includes interpretive study of choral and instrumental scores. May include conducting campus music groups and keyboard exercises. Offered in alternate years. Prerequisite: Music 222 or consent of the instructor. (Three credits.)

302. Form and Analysis. An examination of the significant formal structures in Western tonal music through various analytical techniques. Offered in alternate years. Prerequisite: Music 222. (Three credits.)

312. Teaching Music in the Elementary School. A study of music fundamentals, teaching skills, and teaching methods at different grade levels. Includes comprehensive coverage of music requirements for prospective elementary teachers with special emphasis on singing and functional piano technique. Offered in alternate years. Prerequisite: Music 122 or consent of the instructor. (Three credits.)

313. Music Education I. A study of the teaching and administration of vocal music in secondary schools. Topics include repertoire for vocal ensembles, the general music program, choral rehearsal techniques, the changing voice, and instructional problems. Offered in alternate years. Prerequisite: Music 222 or consent of instructor. (Three credits.)

321. History and Literature of Music I. A study of music from the earliest times to 1750. Emphasizes works, styles, and formal and theoretical considerations. Includes an introduction to bibliographic materials and procedures for research in music. Offered in alternate years. Prerequisite: Music 222 or consent of the instructor. (Three credits.)

322. History and Literature of Music II. A study of music from 1750 to the present. Emphasizes works, styles, and formal and theoretical considerations. Includes continued study of bibliographic materials and procedures. Offered in alternate years. Prerequisite: Music 222 or consent of the instructor. (Three credits.)

420. Independent Study. Individual study of a topic of special interest directed by a member of the music faculty. May be repeated for credit. Prerequisite: Music 322 or consent of the instructor. (Three credits.)

PHILOSOPHY AND RELIGIOUS STUDIES

Cynthia Coe, Assistant Professor
Robert D. Haak, Visiting Asst. Professor
Jeanette Sendry, Lecturer

■ **Philosophy and Religious Studies Major.** The Philosophy and Religious Studies Major can choose a concentration either in philosophy or in religious studies (see below). The course requirement consists of four core courses plus a concentration of six courses in either philosophy or religious studies. The core courses are Ethics: Philosophical and Religious (PHIL/RELG 207), Philosophy of Religion (PHIL/RELG 213), Classical and Medieval Philosophy (PHIL309), and Modern and Contemporary Philosophy (PHIL307). Philosophy and religious studies majors are urged to take courses beyond the general education requirements in ancient and modern languages: Greek, Latin, German, or French.

■ **Philosophy Concentration.** The concentration in philosophy consists of one required course in logic (PHIL 201), a senior project (PHIL 450), and four courses selected from the following: Philosophy of Education (PHIL 211), Philosophy of Science (PHIL 312), Philosophy and Religions of Asia (PHIL 300), Argumentation (SCTA 306), Aesthetics (PHIL 315), Poetics of the Self (PHIL 336), Political Philosophy from Plato to the Present (PHIL 411), special topics (PHIL 250 or 350), Environmental Ethics (PHIL and RELG 310), and individualized study (PHIL 320).

■ **Religious Studies Concentration.** The concentration in religious studies consists of two required courses in the Bible (RELG 101 and 108), a senior project (RELG 450), and three course selected from the following: RELG200G Topics in the History of Christian Thought, Judaism (RELG 211), Islam (RELG 212), Politics of Islam (GOVT 244), Philosophy and Religions of Asia (RELG 300), special topics (RELG 250 or 350), Environmental Ethics (PHIL and RELG 310), Future of Religions (RELG 405), Cosmology and Creation (RELG 479), and individualized study (RELG 320).

■ **Philosophy and Religious Studies Minor**. The minor in philosophy and religious studies consists of the four core courses, and RELG 200G Topics in the History of Christian Thought. Where applicable courses may also count for general education credit.

■ **Philosophy Minor**. A Philosophy minor consists of the following five courses. Critical Thinking: Introduction to Logic (PHIL201), Ethics (PHIL 207), Classical and Medieval Philosophy (PHIL 309G), Modern and Contemporary Philosophy (PHIL 307G), and either Introduction to Philosophy or Philosophy of Education (PHIL 101 or 211).

■ **Religious Studies Minor**. A Religious Studies minor consists of the following five courses: Introduction to Old Testament (RELG 101G), Introduction to New Testament (RELG 108), Philosophy and Religions of Asia (PHIL and RELG 300), Future of Religions (RELG 405), and Topics in the History of Christian Thought (RELG 200G).

PHILOSOPHY

101. Introduction to Philosophy. Many issues that we deal with in daily life are ultimately philosophical issues. Philosophy is defined as "love of wisdom." What do people do in this field? This course will

lead students to explore some fundamental philosophical questions. These questions include: What is reality? What is knowledge? How do we know anything? What is good? What is truth? What is beauty? What is the foundation of human morality? Is morality absolute or culture-relative? Does God exist? What is happiness? What is a person?, etc. Logical reasoning and argumentation will be strongly emphasized. Students will have opportunities to look into these issues and develop their own coherent views. No prior knowledge of philosophy is required. (Three credits.)

201. Critical Thinking: Introduction to Logic. A study of fundamental distinctions required for effective reasoning such as definition, truth, validity, deduction, induction, and fallacies. Application of procedures for testing the validity of arguments in concrete situations with a view to determining the central importance of logic for the sciences. (Three credits.)

207G. Ethics: Philosophical and Religious. An introduction to philosophical and religious ethics as distinct yet interrelated ways of thinking critically about human action. The conversation and conflict between ethical frameworks which center on either human autonomy or divine authority will be explored. Issues include whether there are moral facts, natural laws, absolute rules, divine commands, human rights, virtues and vices, conscience, freedom, determinism, accountability, and the challenges of moral relativism. Specific moral issues may include: sexual ethics, violence and peace, economic justice, environmental ethics, business ethics, race, gender, etc. No prerequisites. (Also Religious Studies 207.) (Three credits.)

211. Philosophy of Education. The course will explore some of the following issues: What are education, learning, understanding, knowing, thinking, consciousness, the self, purpose, and creativity? How do these originate? What is teaching? Can scientific knowledge about learning and teaching improve education? How should teachers fulfill their role in the educational process? What are meaning and truth? How is education related to the good life? What do we mean by choice and control? Should teachers exert control over what students learn and how they learn? What is philosophy? What kinds of questions do philosophers raise and consider? How do philosophical assumptions about education affect how and what a teacher teaches? How does a radical behavioral philosophy of education differ from a more traditional philosophy of education? What are the implications of these conflicting philosophies for teachers? This course is designed for students entering the teaching profession. Prerequisite: Sophomore standing. (Three credits.)

213. Philosophy of Religion. Can the existence of God be proven? Is religion rational? Do we have free will? Is there life after death? Can religious experience be verified? This is an introduction to the basic problems and issues that constitute contemporary philosophy of religion. In addition to a basic survey of the field, this course will focus on a particular issue, such as rationality and religion, religious pluralism, or proofs for the existence of God. No prerequisites. (Also RELG 213) (Three credits)

250. Special Topics. (Three credits.)

300G. Philosophy and Religions of

Asia. An introduction to the origins, histories, thought, practices, and developments of the great religions and philosophies of Asia. The course will study some of the following: Hinduism, Buddhism, Confucianism, Shinto, Taoism, Zoroastrianism, Jainism, and Sikhism. Eastern philosophies will be explored in religious and cultural context. (Also Religious Studies 300.) (Three credits.)

306. Argumentation. An introduction to how logical arguments are structured and analyzed. Includes development of abilities in composing logically valid messages and avoiding fallacies. Emphasis is placed on what makes arguments strong and effective. Portions of the course will be devoted to how arguments are used in various fields (e.g., law, journalism, science, history, or politics.) Frequent in-class, written and oral practice will occur. Offered alternate years. Prerequisite: Communication and Theater Arts 101. (Also Communication and Theater Arts 335.) (Three credits.)

307G. Modern and Contemporary Philosophy. A basic introduction to early modern, Enlightenment, 19th century, and 20th century texts, figures, and movements in philosophy. The emphasis will be on understanding modern and contemporary philosophical works in their historical context. Different concepts of mind, body, doubt, certainty, experience, nature, science, religion, morality, history, society, language, technology, and the future will be explored over time. No prior knowledge of philosophy is presupposed. No Prerequisites. (Three credits.)

309G. Classical and Medieval Philosophy. A basic introduction to the classic texts, figures, and movements of philosophy. The emphasis will be on understanding classic and medieval philosophical works in their historical context. Different concepts of reality, the cosmos, truth, knowledge, good, evil, justice, the will, and divinity will be explored over time. No prior knowledge of philosophy is presupposed. No prerequisites. (Three credits.)

310. Environmental Ethics. An examination of ecological problems caused by human activities and possible solutions, starting with a rethinking of the relationship between human beings and nature. From different perspectives, including non-western as well as western, the course will investigate various interrelated issues ranging from ethical to metaphysical, including: Do we have an obligation to natural objects? If there should be an environmental ethic, what kind of ethic should it be?, etc. Students will have opportunities to develop and express their own views on these issues. Prerequisite: Senior standing. Permission for non-seniors should be directed to the department chair. (Also RELG 310 and ISSI 410G.) (Three credits.)

312. Philosophy of Science. An investigation of the nature of scientific explanation, laws, theories, models, space and time, causality and indeterminism, the methodologies of the physical and social sciences, and the question of whether and how the rational growth of science is possible. No prior knowledge of philosophy is presupposed. No prerequisites. (Three credits.)

315G. Aesthetics. An examination of perennial questions concerning beauty in works of art and nature, the attribution of value, the relation of aesthetic judgment and imagination to cognition and moral

duty, and the impact of these matters on inquiries in related disciplines, i.e., linguistics, psychoanalysis, and religious studies. Prerequisite: Junior standing. (Three credits.)

320. Individualized Study. Directed research and writing in an area of special interest to the student. May be repeated for credit. (One to three credits.)

336. Poetics of the Self. An investigation of some questions that arise from an awareness of one's own self. The intent is to place the question "Who am I?" into a critically manageable context. Emphasizes discovery of the self and various strategies for making sense of who one is. Particular emphasis on love and on the need for models (plots, paradigms, myths) in defining our existence. Prerequisite: Senior standing. (Also Issues and Ideas 436.) (Three credits.)

350. Special Topics. (One to three credits.)

411. Political Philosophy from Plato to the Present. A historical survey and philosophical analysis of political theory from ancient Greece to the present. Includes works by Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill. (Also Government 411 and Issues and Ideas 435.) (Three credits.)

413. Suffering, Evil, and Hope. Why is there suffering and evil? What is our responsibility in the face of suffering? Are there grounds for hoping that suffering may one day cease? This class focuses on the long tradition of religious and philosophical reflection on these and related questions. Features classic texts, novels, and film. Prerequisite: Senior standing. Permission for non-seniors should be directed to the department chair. (Also ISSI 413) (Three credits)

450. Senior Project. A thorough examination of a topic in philosophical and/or religious perspectives and the composition of an extended essay involving in-depth research and analysis and/or synthesis under the individualized direction of a faculty member, or in a seminar. Required for majors in the philosophy concentration as the culminating experience of their program of study, and open only to senior majors. (Three credits.)

RELIGIOUS STUDIES

101G. Introduction to the Old Testament. A study of the text of the Old Testament (Hebrew Bible) in its historical and cultural context. Against the background of ancient Near Eastern civilizations, the story of Israel is traced from its formation as a people through the rise of the monarchy, exile, and return. The complex web of traditions that shaped Israel's identity is analyzed and the historical, literary, and theological dimensions of the texts are explored. No prerequisites. (Three credits)

103G. Friends, Neighbors, Lovers, and Enemies. What does it mean to be a friend? Who is my neighbor? What is the meaning of sex and marriage? How should one relate to enemies? Everyone encounters questions such as these in life. This course explores the intersection of human relationships with the moral vision of several major religious traditions. A broad range of personal and social ethical issues may be explored, such as abortion, capital punishment, ecology,

economics and welfare, euthanasia, marriage, racism, and warfare. The principal format of the class is discussion. No prerequisites. (Three credits)

108. Introduction to the New Testament. A study of first-century Christian literature in its historical and cultural contexts. The course will focus on reading the New Testament in translation. The secondary focus is on the historical Jesus, Paul's epistles, and the Jewish framework of early Christian faith and practice in Hellenic-Roman culture. No prior knowledge of the New Testament, Judaism, or Christianity is required. (Three credits.)

200G. Topics in the History of Christian Thought. Introduction to the history of Christian thought in one of the following periods: (1) early Christianity through Medieval focuses on the origins and development of basic church teachings in figures like Augustine, Anselm, Aquinas, Julian of Norwich, and others; (2) the reformation era focuses on Luther, Calvin, Menno Simons, and others who sought to reform the Catholic Church or guide Protestant movements; (3) early modern to postmodern focuses on challenges to the authority of Christianity from a variety of intellectual sources and the variety of Christian responses to modern culture. Students can repeat this course of different periods for credit. No prerequisites. (Three credits.)

207G. Ethics: Philosophical and Religious. An introduction to philosophical and religious ethics as distinct yet interrelated ways of thinking critically about human action. The conversation and conflict between ethical frameworks which center on either human autonomy or divine authority will be explored. Issues include whether there are moral facts, natural laws, absolute rules, divine commands, human rights, virtues and vices, conscience, freedom, determinism, accountability, and the challenges of moral relativism. Specific moral issues may include sexual ethics, violence and peace, economic justice, environmental ethics, business ethics, race, gender, etc. No prerequisites. (Also Philosophy 207.) (Three credits.)

210G. Judaism and Islam. A study of the origins, history, rituals, sacred writings, beliefs, practices, and modern developments among the peoples called "Judaists" and "Muslims." Special attention is given to understanding similarities and differences between Judaism, Christianity, and Islam as monotheistic traditions which all trace their roots to Abraham and Sarah. The topic will alternate between Judaism and Islam. No prerequisites. (Three credits.)

211G. Introduction to Judaism. A study of the origins, history, rituals, scriptures, practices, philosophy, and modern/postmodern developments among observant Jews. Attention is given to understanding both the similarities and differences between Judaism and Christianity as monotheistic traditions which trace their roots to the covenant made with Abraham and Sarah. No prerequisites. (Three credits.)

212G. Introduction to Islam. A study of the origins, history, rituals, scriptures, practices, philosophy, and modern/postmodern developments among observant Jews. Attention is given to understanding both the similarities and differences between Judaism and Christianity as monotheistic traditions which trace their

roots to the covenant made with Abraham and Sarah. No prerequisites. (Three credits.)

213. Philosophy of Religion. Can the existence of God be proven? Is religion rational? Do we have free will? Is there life after death? Can religious experience be verified? This is an introduction to the basic problems and issues that constitute contemporary philosophy of religion. In addition to a basic survey of the field, this course will focus on a particular issue, such as rationality and religion, religious pluralism, or proofs for the existence of God. No prerequisites. (Also PHIL 213) (Three credits)

244G. The Politics of Islam. Examines different forms of Islamic revivalism as well as the basic political tenets of Islam. Puts current trends in historical perspective. (Also Government 244 and Issues and Ideas 444.) (Three credits.)

250. Special Topics. (One to three credits.)

300G. Philosophy and Religions of Asia. An introduction to the origins, histories, thought, practices, and developments of the great religions and philosophies of Asia. The course will study some of the following: Hinduism, Buddhism, Confucianism, Shinto, Taoism, Zoroastrianism, Jainism, and Sikhism. Eastern philosophies will be explored in religious and cultural context. No prerequisites. (Also Philosophy 300.) (Three credits.)

302G. History of the Middle East. A study of the tensions between tradition and modernity in the area, with emphasis on Islamic movements. This history of Arabic, Turkic, and Iranian peoples; the period of Ottoman rule; the impact of Western imperialism; and Zionist nationalism are examined. Attention is given to Soviet-American activities in the area and their relation to the political dynamics of the region. (Also History 302.) (Three credits.)

303G. History of India and South Asia. Emphasizes the Hindu and Muslim periods, the impact of British colonialism, the 20th-century Nationalist movement, and the emergence of Pakistan. Attention is given to modern Hindu, Muslim, and Sikh religious-political movements. The efforts to institutionalize a secular democratic polity in India and to define an Islamic polity in Pakistan are considered. (Also History 303.) (Three credits.)

310. Environmental Ethics. An examination of ecological problems caused by human activities and possible solutions, starting with a rethinking of the relationship between human beings and nature. From different perspectives, including non-western as well as western, the course will investigate various interrelated issues ranging from ethical to metaphysical, including: Do we have an obligation to natural objects? If there should be an environmental ethic, what kind of ethic should it be?, etc. Students will have opportunities to develop and express their own views on these issues. Prerequisite: Senior standing. Permission for non-seniors should be directed to the department chair. (Also PHIL 310 and ISSI 410G.) (Three credits.)

320. Individualized Study. Directed research and writing in an area of special interest to the student. May be repeated for credit. (One to three credits.)

350. Special Topics. (One to three credits.)

414. Economy, Community, and Ethics. Economic issues increasingly dominate our lives as we enter the twenty-first century. This course examines moral and ethical issues related to living and laboring in a global economy. What resources do the Judeo-Christian traditions provide for navigating an economically interdependent world? Prerequisite: Senior standing. Permission for non-seniors should be directed to the department chair. (Also ISSI 414) (Three credits.)

450. Senior Project. A thorough examination of a topic in philosophical and/or religious perspectives and the composition of an extended essay involving in-depth research and analysis and/or synthesis under the individualized direction of a faculty member, or in a seminar. Required for majors in the religious studies concentration as the culminating experience of their program of study, and open only to senior majors. (Three credits.)

479. Cosmology and Creation. An investigation, from Western and Eastern points of view, of the origin of the universe and our place in it, this course raises issues that confront most thinking people at some point in their lives. It will examine differing view points, such as myth and truth, creation and evolution, science and religion and critically study the contributions of scientists—both physical and biological, philosophers—ancient and modern, and theologians—traditional and non-traditional, and notice where these scholars interrelate and where they part company. (Also ISSI 479.) (Three credits.)

PHYSICAL EDUCATION

Terry L. Glasgow, Professor, Chair
Steve Bell, Instructor/Coach
Chad Braun, Instructor/Coach
Julie Crisco, Instructor/Coach
Bob Foster, Lecturer
Roger D. Haynes, Instructor/Coach
H. Michael Olson, Jr., Instructor/Coach
Kari L. Shimmin, Instructor/Coach

■ **Physical Education Major** (without teacher certification). Each student majoring in physical education but not seeking teacher certification must complete Physical Education 110; 131; 180; 190; 210; 211; 212; 220; one course chosen from Physical Education 315 or 423; one course chosen from 316, 317, 318, or 319; 421; 430; and 450.

■ **Teacher Certification.** A major field teacher preparation program requires Physical Education 180; 190; 210; 211; 212; 220; 315; one course chosen from Physical Education 316, 317, 318, or 319; 325; 421; 423; 425; and 430. Students who complete this program and satisfy additional certification requirements as described in the Education Department section of the catalog qualify for the special K-12 certificate. Those who seek only high school certification should refer to the Education Department section of the catalog on secondary education.

Students with teaching majors in other content areas may select physical education as a second teaching field. Such students must complete Physical Education 210, 211, 212, 311, 315, 320, 420 (one semester hour), 423, and 430. Students who wish to be certified to teach physical education should refer to the education department section of the catalog.

BASIC-SKILL COURSES

Each basic-skill course carries one credit, and a maximum of six credits in basic skills may be counted toward the degree. Credit for a particular course will be granted only once.

101. Fundamentals of Basketball. CR/NC. (One credit.)

102. Fundamentals of Volleyball. CR/NC. (One credit.)

105. Wrestling. CR/NC. (One credit.)

110. Physical Fitness. CR/NC. (One credit.)

111. Weight Training. CR/NC. (One credit.)

122. Beginning Golf. CR/NC. (One credit.)

123. Beginning Tennis. CR/NC. (One credit.)

131. Swimming. CR/NC. (One credit.)

132. Handball. CR/NC. (One credit.)

133. Racquetball. CR/NC. (One credit.)

134. Archery. CR/NC. (One credit.)

136. Badminton. CR/NC. (One credit.)

PHYSICAL EDUCATION COURSES

Please note specific courses are offered in alternate years.

180. Personal and Community Health. An examination of personal and community health problems and information concerning personal, family, and community health for prospective teachers of health. (Three credits.)

190. Foundations of Physical Education. An introduction to the profession emphasizing its history, principles, objectives, programs, and opportunities. Non-majors need permission from department chair to enroll. (Three credits.)

210. Individual Sports. An analysis of the skills necessary to perform and teach selected individual sports. The student must demonstrate proficiency in each of the individual sports. (Three credits.)

211. Team Sports. An analysis of the skills, tactics, and strategies involved in basketball, volleyball, soccer, and softball with special emphasis on teaching the skill progressions in the respective sports. (Three credits.)

212. Rhythmic Activities. A study of the fundamentals of rhythms and of social, folk, and square dance. Emphasizes analysis of the skills and techniques of these rhythmic activities with special attention to methods of teaching them. (Two credits.)

220. Physical Fitness Concepts. A study of the role and value of physical fitness and exercise in the development of healthy bodies. Includes coverage of bodily responses to exercise, training principles, physical fitness evaluation techniques, and exercise program development. Participation in strenuous fitness activities is included. (Two credits.)

250. Special Topics. (One to three credits.)

311. Elementary School Physical Education. A study of the development of the physical education programs in the elementary grades. Emphasizes application of motor development principles to program content and methods of teaching physical education in the elementary school. Junior standing or chair approval. (Three credits.)

315. Kinesiology. An analysis of the mechanics and anatomy of human motion. *Suggested* prerequisite: Biology 204, Junior standing or chair approval. (Three credits.)

316. Coaching of Volleyball and Softball. A study of the methods and techniques of coaching volleyball and softball. Emphasizes analysis of skills, team formation, and strategy. Non-majors must have permission of the department chair to enroll. (Three credits.)

317. Coaching of Football. A study of the methods and techniques of coaching football. Offered in alternate years. Prerequisite: Non-majors must have permission of the department chair to enroll. (Three credits.)

318. Coaching of Basketball. A study of the methods and techniques of coaching basketball. Offered in alternate years. Prerequisite: Non-majors must have permission of the department chair to enroll. (Three credits.)

319. Coaching of Baseball and Track. A study of the methods and techniques of coaching baseball and track and field. Offered in alternate years. Prerequisite: Non-majors must have permission of the department chair to enroll. (Three credits.)

320. Curriculum and Methods of High School Physical Education. A study of

the methods of teaching physical education in secondary schools. Open only to teacher education candidates in physical education in secondary schools. May not be counted toward a major in physical education. (Also Education 320.) Junior standing or chair approval. (Three credits.)

325. Athletic Training and First Aid. A study of athletic injuries and first aid emphasizing safety and precautionary techniques in athletics, physiological conditioning, diet, taping and bandaging, treatment, and rehabilitation. (Two credits.)

420. Independent Study. Developed with the guidance of the department chair. Arrangements must be made with the chair before a student may enroll. (One to three credits.)

421. Organization and Administration. A study of the administration of physical education, intramural, and athletic programs. Coverage also includes administrative theory and functions. (Three credits.)

423. Physiology of Exercise. A study of functional responses of the human body during movement with special attention to the elementary physiological principles underlying exercise and training. Junior standing or chair approval. (Three credits.)

425. Tests and Measurements in Physical Education. A study of tests and measurements used in physical education. Emphasizes the administration of tests and grading procedures. Open only to teacher education candidates in physical education. (Three credits.)

430. Adapted Physical Education. A study of physical education for the atypical student. Emphasis is on the study of various handicapping conditions and the role of exercise for those conditions. Open only to teacher education candidates in physical education. Prerequisite: PED 311 or 320 or equivalent. (Three credits.)

450. Problems in Physical Education. May include projects, internships, individual study, and other forms of independent study. Designed as the culminating experience for majors not seeking teaching certification. Prerequisites: Senior standing and approval of the department chair. (Three credits.)

PHYSICS

Rajkumar Ambrose, Professor, Chair
Christopher G. Fasano, Assistant Professor
Michael Kroupa, Visiting Asst. Professor

■ **Physics Major.** The department major includes seven or more courses, no fewer than 28 semester hours, approved by the department. At least two courses must be at or above the 300 level and the student must complete the prerequisite mathematics courses (typically the calculus sequence through differential equations). Unless prior study or experience persuades the department to the contrary, students should expect to include Physics 130, 132, 134, 208, 210, 302, and 303 in their program. All juniors and seniors are expected to participate in the science seminar (Physics 350). Seniors must complete an independent study project.

■ **Physics Minor.** The department minor requires five courses: Physics 130 and 132, two courses numbered above 200, and one course numbered above 300. The Physics 134 or 190 course may be substituted for a 200 level course.

Teacher Certification. A physics major can prepare for secondary level certification by completing the major cited above and by adding the requirements described in the Education Department section of the catalog including Education 342. Physics majors should complete at least 8 semester hours in biology to qualify to teach general science.

103G. Astronomy. An introduction to the study of our universe—its structures and their origin and evolution. Topics include the earth, the moon, planets and stars and how they affect our lives. Simple laboratory experiments and telescopic observation are part of the course. (Four credits.)

130G. Introductory Physics I. Topics in classical mechanics, including kinematics, Newton's laws, work-energy principles, momentum and impulse, and rotational motion. Some differential calculus is used. Co-requisite: Mathematics 151. (Four credits.)

132G. Introductory Physics II. Continuation of Physics 130. Topics include thermodynamics, electricity and magnetism, oscillatory motion, and waves. Differential and integral calculus used freely. Co-requisite: Mathematics 152. (Four credits.)

134. Introductory Physics III. Continuation of Physics 132. Topics include physical optics, special relativity, and introductory quantum physics. (Three credits.)

190. Digital Electronics for Computer Science. An introduction to digital circuit design, both combinational and sequential, and their application in constructing digital instruments. Includes microprocessor and elementary assembly language. There is a strong laboratory component to this course. (Also Computer Science 190.) (Four credits.)

208. Classical Mechanics. An introduction to the study of particles and systems under the action of various types of forces. Includes harmonic oscillator, central force and Lagrangian formulation. This course makes elegant use of mathematical techniques in solving physical problems. Prerequisites: Mathematics 254 and Physics

132. (Three credits.)

210. Circuit Analysis. Introduction to the techniques of analyzing resistive, capacitive, and inductive circuits. Topics include Kirchoff's rules, Thevenin's theorem, node-voltage method, mesh-current method, properties of RL, RC, and RLC circuits. Offered in alternate years. Prerequisite: Physics 132. (Four credits.)

211. Analog Electronics. Topics include high and low pass filters, differentiators, integrators, detailed study of transistor circuits, operational amplifiers, comparators, Schmitt triggers, and oscillator circuits. There is a strong laboratory component to this course. Offered in alternate years. Prerequisite: Physics 132 or consent of the instructor. (Four credits.)

212. Optics. A study of geometrical and physical optics. Topics include optical instruments, interference, diffraction, dispersion, and topics in modern optics. Offered in alternate years. Prerequisites: Mathematics 254 and Physics 132 or consent of the instructor. (Four credits.)

250. Special Topics. (One to three credits.)

302. Quantum Mechanics and Atomic Physics. A study of atomic and molecular structure, integrated with an introduction to quantum mechanics. Topics include evidence for the atomic structure of matter, analysis of absorption and emission spectra, properties of the nonrelativistic Schrodinger equation, and its single-particle solutions for various force laws. Prerequisites: Mathematics 254 and Physics 208. (Four credits.)

303. Electricity and Magnetism. A detailed introduction to the principles of electrodynamics. Topics include electrostatics and magentostatics, both in vacuum and matter, and the development of Maxwell's equations to study electromagnetic fields. Prerequisites: Mathematics 254 and Physics 132. (Three credits.)

312. Quantum Mechanics II. Further development of the mathematical methods of quantum mechanics. Three-dimensional many-body problems are considered in greater detail. Topics include matrix formulation, perturbations, and introductory relativistic quantum mechanics. Prerequisite: Physics 302. (Three credits.)

325. Solid-State Physics. An introduction to solid-state physics, including crystal structure and the thermal, dielectric, and magnetic properties of solids. Topics include band theory and semiconductors, phonons, and superconductivity. Offered in alternate years. Prerequisite: Physics 302. (Four credits.)

350. Science Seminar. An introduction to the literature of the physical sciences providing the student with the opportunity to prepare and present reports. Required of juniors and seniors majoring in chemistry, geology, and physics. Other students are invited to participate. May be repeated up to four credits. CR/NC. (One credit.)

356. Statistical Physics. An introduction to thermodynamics and statistical mechanics. Topics include entropy and temperature, Boltzmann distribution, chemical potential and the Gibbs distribution and Fermi and Bose gases. Offered in alternate years. Prerequisite: Physics 134 or consent of instructor. (Three credits.)

401. Senior Seminar. Special topics in physics. Prerequisites: Physics 210, 211 or 212, 303, and 325 or 356. (Three credits.)

420. Independent Study. An individual project in theoretical or experimental physics chosen by the student in consultation with the physics faculty. Prerequisites: Physics 208, 210, 302, and 303. (Four credits.)

POLITICAL ECONOMY AND COMMERCE

Michael L. Connell, Associate Professor, Chair
Frank Gersich, Associate Professor
Richard Johnston, Associate Professor
J. Rodney Lemon, Professor
Kenneth McMillan, Assistant Professor
Judy Peterson, Assistant Professor
Margaret Prentice, Lecturer

The department of political economy and commerce offers three programs, namely: accounting, business administration, and economics; a minor in business; and the opportunity to take advanced courses in management, finance, marketing, international business, and public management.

The department's focus, and hence its name, is a general approach to economic and commercial activity. The department emphasizes the study of business as concrete social and historical phenomena. An emphasis is also placed on the relationship between commercial activity and the social context which it creates and which influences it, and on the consequences of commercial and economic development in the modern world.

The department curriculum focuses upon how society is organized to produce goods and services. It is through this broader, more historical approach that the student gains a realistic perspective of modern business and the competitive global environment. The student gains the values, the principles, and the insight to weigh short-term versus longer-term profit, to weigh technical versus fundamental analyses.

Business majors are required to take courses in finance, accounting, quantitative analysis, marketing, and management. Economics majors study the major areas of economic theory and econometrics. Accounting majors study a complete series of accounting theory. Yet, rather than the simple acquisition of technical skills, majors are also required to take courses which place these issues in a historical and institutional context; thus, the student learns to understand why the issues and techniques are important.

ECONOMICS

■ **Economics Major.** The major program in economics consists of Economics 200; 300; 301; 371; 401; three courses in Economics at the 300 or 400 level; and Mathematics 106. Students planning on graduate study in economics are encouraged to complete a minor in mathematics or gain mastery of calculus.

■ **Economics Minor.** The following courses are required for the minor: Economics 200, 300, 301, and three courses chosen from Economics at the 300 or 400 level.

120G. Contemporary Economic Problems. Interpretation and analysis of recent economic events, problems, and policy issues based upon economic principles. (Three credits.)

200G. Principles of Economics. Basic principles and processes in micro- and macro-economics are surveyed; production, market structures, consumption patterns, role of competition and prices; determinants of national income, employment, inflation, and exchange values and role of monetary and fiscal policy. (Four credits.)

300. Intermediate Price Theory. A rigorous analysis of the modern micro-economic theory of the behavior of the firm and the individual. Prerequisite: Economics 200. (Three credits.)

301. Intermediate Macro-economics. A detailed examination of the elements that determine the level of national income. Includes analysis of government fiscal and monetary policies. Prerequisite: Economics 200. (Three credits.)

310. Regulation and Legislation. Analyzes the forces leading to government regulation, the consequences of such regulation, detailed examination of several regulated industries and environmental policies. Prerequisite: Economics 200. (Three credits.)

311. Labor, Unions, and Industrialization. An introduction to the institutional aspects of the American labor force and its organization, wage and employment theory, the economic role of collective bargaining, and the basic ingredients of public policy toward labor organizations. Prerequisite: Economics 200. (Three credits.)

320. Industrial Organization. Analysis of the firm and market structure, conduct, and performance. How market structure affects the conduct of firms, and how both structure and conduct affects firm and market performance. Special emphasis is placed on the relevance of this body of knowledge to the individual business. (Three credits.)

331. Political Economy of Development. A study of contemporary theories of the development of industrial societies which stresses the relationships among various social institutions within the society and among different nations. Prerequisites: Junior standing or permission of the instructor. Offered in alternate years. (Three credits.)

340. Economics and Law. Microeconomic examination of the social consequences of alternative legal rules including property rights, contract rights, tort liability rules and criminal law. Prerequisites: Economics 200. (Three credits)

350. Special Topics in Economics. May be repeated for credit. (Three credits)

351G. Comparative Economic Systems. An analysis of the significant similarities and differences in the development, structure, operation, and policies of market-directed, controlled, and mixed economies—with special attention to significant characteristics in economies evolving in non-Western societies. Prerequisite: Economics 200. (Three credits.)

360. International Trade and Finance. An analysis of the forces affecting, as well as the theory and policy of, international trade and finance. The international monetary system, balance of payments, tariff policies, trade practices, and trade organizations will be emphasized—as well as consequences for individual firms, multinational corporations, and government-owned firms. Prerequisite: Economics 200. (Three credits.)

361. History of Economic Thought. An examination of major contributions to thought and their significance for modern theory. Prerequisite: Economics 200. (Three credits.)

370. Public Finance. An examination of the theory and practice of government expenditure, revenue, and debt; the problems of integrating these into a meaningful fiscal policy; and their effect on the distribution of income. Prerequisite: Economics 200. (Three credits.)

371. Introduction to Econometrics. Single equation linear statistical models, estimation and hypothesis testing; serial correlation, heteroscedasticity; errors in variables; introduction to simultaneous equation models. Emphasis on interpretation and application of econometric models and methods. Offered in alternate years. (Three credits.)

380. Environmental Economics. Micro-economic analysis of environmental issues. Examines the environmental consequences of alternative forms of resource ownership and allocation methods. Prerequisites: Economics 200. (Three credits)

400. Internship. An off-campus experience working in a professional environment under the supervision of a mentor. Permission of instructor required. (Three credits)

401. Economic Research Analysis. A capstone study for senior majors in which students choose a topic of inquiry, formulate hypotheses, review the literature, and empirically test their hypotheses and update the literature. (Three credits.)

402. Selective Seminars in Economics. Topics include regional and urban economics, economic development, mathematical economics, and advanced monetary policy. May be repeated for credit. (Three credits.)

420. Independent Study. May be repeated for credit. (One to three credits.)

BUSINESS ADMINISTRATION

■ **Business Administration Major.** The following courses are required for the major: Accounting 213 and 214; Business Administration 110, 111, 211, 212, 305, 306, 307, and 405 or 406; and Economics 200 and 300 or 301; Mathematics 106; and three additional 300+ level courses from the offerings in business administration, accounting and economics. Students are encouraged, but not required, to enroll in advanced writing or communication courses. Students planning to gain an MBA are encouraged to enroll in Calculus.

A student must earn at least a C- in all prerequisites before taking a required course.

■ **Business Administration Minor.** The following courses are required for the minor: Accounting 213 and 214; Business Administration 110 and 211; Economics 200; and two courses chosen from Business Administration 305, 306, or 307.

■ **Honors Program in Business.** By invitation and application, students prior to the Spring semester of their Junior year are selected for an honors program of participation, research, and presentation on contemporary management and economic policy issues. This program involves a sequence of one-credit courses offered each of the student's last three semesters at Monmouth.

110G. Evolution of Commercial Institutions. A survey and analysis of the historical development of the social institutions within which commercial activities occur from human prehistory through modern industrial societies. (Three credits.)

111G. Beverages; 112G. Agriculture; 113G. Financial Institutions; and 114G. Railroads. Examination of the development of a given market or industry with emphasis on the characteristics of the major firms and customers that determine the industry's present structure and that reveal phenomena often encountered in business life. (Three credits.)

211. Quantitative Methods I. An introduction to decision analysis using spreadsheets and data management techniques, data analysis, and hypothesis testing of multivariate data through inferential statistics. Prerequisite: Mathematics 106. (Two credits.)

212. Quantitative Methods II. An introduction to design analysis using probabilistic and classical operations research techniques and through survey design and testing. Prerequisite: Math 106. (Two credits.)

305. Administration and Organization. An examination of the modern enterprise from the perspective of its internal operations and the theory and practice of management. Prerequisites: Accounting 213, Business Administration 110 and Economics 200. (Three credits.)

306. Business Finance. An introduction to the principles of financing business, integrated with a study of institutional finance. Covers current topics of managerial finance, including capital management, the management of working capital, capital budgeting, the acquisition of funds, and stock and bond valuation. Prerequisite: Accounting 213 and Economics 200. (Three credits.)

307. Principles of Marketing. A basic study of the ways in which businesses determine consumers' needs and direct the flow of goods and services. Case analyses are used to develop students' problem-solving abilities. Prerequisite: Economics 200. (Three credits.)

322. Legal Environment of Business. An introduction to the history, structure, and procedure of the American legal system and the legal environment of business. (Three credits.)

325. Innovation and Change in Organizations. A study of the processes through which organizations change over time and the problems created by both intended and unintended changes. (Three credits.)

345. Globalization and Organization Change. Study of multinational business. Emphasis on how corporations have adjusted to and influenced trends to increased globalization. Distinctions are drawn between international and domestic business operations. (Three credits.)

350. Special Topics in Business Administration. May be repeated for credit. (Three credits.)

355. History of Managerial Thought. A study of various authors who have addressed the issue of organizing and administrating human activities in rela-

tionship to other aspects of social thought. Prerequisites: Junior standing, Business Administration 110 and 305, or permission of the instructor. (Three credits.)

356. Investments and Portfolio Analysis. An introduction to security markets, security instruments, and speculation opportunities with an emphasis in practical investing. Emphasizes portfolio management. Prerequisite: Business Finance 306. (Three credits.)

357. Marketing Management. A study of the roles played by pricing, promotion, product mix, and distribution strategies in achieving management goals. Includes extensive participation in a game simulating marketing-management situations and requiring team cooperation and the development of analytical skills. Prerequisite: Business Administration 307. (Three credits.)

367. Advertising. A study of a variety of mass promotion variables and techniques. Using an advertising campaign approach, students study both the strategy and tactics of advertising and integrate the concepts of promotion into a full advertising campaign. Prerequisite: Business Administration 307. (Three credits.)

375. Leadership and Politics in Organizations. A study of the relationship among leadership, politics, and authority in the creation, organization, and administration of the enterprise. Prerequisites: Junior standing; Business Administration 305. (Three credits.)

382. Commercial Law. Study of business law tailored for the CPA. Exam includes contract law and an introduction to the Uniform Commercial Code. (Three credits.)

383. Accounting Information Systems. Study of the fundamentals of accounting system design including an analysis of accounting applications within functional areas of a firm, hardware and software applications, and the control of computerized accounting systems. Offered alternate years. Prerequisites: Accounting 214 and Business 212. (Also Accounting 383.) (Three credits.)

400. Internship. An off-campus experience working in a professional managerial environment under the supervision of a mentor. Permission of instructor required. Pre-requisites: Business 305 and Business 306 or 307. (Three credits.)

404. Seminars in Business. Includes such topics as operations/production management, marketing channels and futures markets, and human relations. (Three credits.)

405. Strategy and Structure. A study of the modern enterprise which focuses on the formulation and implementation of its strategy with particular attention to the relationship between the strategy and the larger society in which the enterprise operates. Prerequisites: Senior standing; Business 305, 306, 307, and Economics 300 or 301; or permission of the instructor. (Three credits.)

406. Applied Business Strategy. Individually designed and structured problem-solving experience involving students working under faculty supervision with available (usually area) businesses (primarily small businesses)

to develop and apply elements of sound business strategy. Prerequisites: Business 305, 306, 307, and Economics 300 or 301. (Three credits.)

410. Political Economy and Commerce Honors I. Participation in a joint student/faculty discussion of contemporary accounting management or economic policy issues using political economy methodology and analysis. Spring semester of junior year. Permission of instructor required. (One credit.)

411. Political Economy and Commerce Honors II. Research on contemporary accounting management or economic policy issue using political economy methodology and analysis. Fall semester of senior year. (One credit.)

412. Political Economy and Commerce Honors III. Leadership and presentation in joint student/faculty discussion of contemporary management or economic policy issues using political economy methodology and analysis. Spring semester of senior year. (One credit.)

420. Independent Study. May be repeated for credit. (One to three credits.)

ACCOUNTING

The objective of the accounting program is to provide students with the ability to gain mastery of accounting principles and procedures. After an external review course, graduates do sit for and pass the Certified Public Accounting or Certified Managerial Accountant examinations.

Accounting Major. The following courses are required for a major in accounting: Accounting 213, 214, 304, 353, 354, 363, 383, and 403; Business Administration 110, 211, 212, 305 or 307, 306, and 322; Economics 200; and Mathematics 106.

Accounting Minor. The following courses are required for the minor in accounting: Accounting 213, 214, 304, 353, Business 322, and Economics 200 and one course from the following: Accounting 354, 363, 373, 374, or 383.

213. Financial Accounting. Introduction to financial accounting; the communication of relevant information to external parties. Includes the development of the accounting model, internal control, measurement processes, data classification and terminology, and the interpretation and use of financial statements. Prerequisite: Credit or registration in Business 211. (Three credits.)

214. Managerial Accounting. Introduction to managerial accounting. Includes the fundamentals of cost-volume-profit analysis, product costing, management reporting, and information for decision making. Also introduces budgets and standards for planning, control, and performance measurement. Prerequisite: Accounting 213. (Three credits.)

304. Cost Accounting. A study of the accounting concepts and quantitative methods (including cost accounting, cost-volume-profit, budgeting and performance evaluation) used to develop, analyze, and interpret accounting information for management decision making. Prerequisite: Accounting 214. (Three credits.)

353. Intermediate Accounting I. An in-depth analysis of the financial accounting process, focusing on the income statement, balance sheet, and asset accounts. Prerequisite: Accounting 213. (Four credits.)

354. Intermediate Accounting II. Continued in-depth analysis of the financial accounting process, focusing on the statement of change in financial position, and liability and shareholder equity accounts. Prerequisite: A grade of C or better in Accounting 353. (Three credits.)

363. Tax Accounting. Introduction to federal tax code provisions that affect individuals, partnerships, corporations, and trusts and reasons behind these laws. Prerequisite: Accounting 214.(Three credits.)

373. Advanced Accounting. Study of accounting principles and procedures related to special entities: multicorporate entities, governmental units, partnerships, and foreign transactions. Emphasis is on business combinations. Prerequisite: Accounting 354. (Three credits.)

374. Auditing. Examination of the standards, objectives, and procedures involved in the review of financial statements by independent auditors. Included is the evaluation of internal control. Prerequisites: Senior standing and Accounting 353. (Three credits.)

383. Accounting Information Systems. Study of the fundamentals of accounting system design including an analysis of accounting applications within functional areas of a firm, hardware and software applications, and the control of computerized accounting systems. Prerequisite: Accounting 214. (Also Business Administration 383.) (Three credits.)

400. Internship. An off-campus experience working in a professional managerial environment under the supervision of a mentor. Pre-requisite: Accounting 353. Permission of instructor required. (Three credits)

403. Contemporary Accounting Issues. The capstone course. Analysis of current FASB issues and professional accounting literature. Prerequisites: Senior standing and major in accounting. (Three credits)

420. Independent Study. May be repeated for credit. (One to three credits.)

POLITICAL SCIENCE

Farhat Haq, Professor, Chair
Gayle Keiser, Lecturer
Sharif Sidi-Haji, Lecturer
Ira Smolensky, Professor

■ **Political Science Major.** A major in political science consists of 30 credit hours including 200, 270, 397 and 415; 202 or 245; 311, 321 or 395; and 411 or 414.

■ **Political Science Minor.** A political science minor consists of 15 semester hours, at least nine of which must be taken on the Monmouth College campus and at least three of which must be taken at the 200 level or above.

■ **Teacher Certification.** Majors who seek secondary teaching certification are expected to complete at least 33 semester hours, including Government 103; 200 or 270; 311 or 395; 411; and 415. They are also required to obtain teaching competence in a second field by adding prescribed work in other social sciences. See Education section of this catalog for further requirements.

100. Visions of Justice. Examines different philosophical, literary, and technological visions of a just society from Plato's Republic to the present. Includes discussion of freedom, equality, revolution, and "the good life." (Three credits.)

101. Introduction to Politics. This course examines the means through which public values are articulated and debated, the manner in which diverse political actors (individual, groups, regional and local government and nations) operate in the political arena and the process whereby public policy decisions are made and actions on public problems are taken. (Three credits.)

103G. American Politics. A study of the constitutional foundations, political processes, and institutions of American government on the national, state, and local level. Also focuses on current and perennial issues in domestic and foreign policy. (Three credits.)

200. Introduction to Comparative Politics. Examines diverse forms of national politics, including industrialized democracies, communist regimes, and developing nations. Also examines the basic conceptual and methodological tools of comparative political inquiry. (Three credits.)

202G. Modern Japan. A study of the social, economic, and political development of modern Japan, emphasizing Japanese responses to problems posed by contacts with the West. (Also History 202.) (Three credits.)

245G. The Politics of Developing Nations. A study of selected developing nations and the problems posed by rapid political and economic development. Topics include leadership strategies, the impact of modernization on traditional cultures, and the role of political ideology. (Three credits.)

250. Special Topics. (Two to four credits.)

270G. Global Affairs. A study of global and regional relationships, including state and non-state actors. Explores the influence of nationalism, economic rivalry, power politics, and international organizations on global behavior. Also explores the nature and causes of war. (Three credits.)

295. The Politics of Criminal Justice. This course explores the central concepts,

institutions, policies and controversies of criminal justice in the United States. Included are components on the genesis of criminal law, police work, courts, corrections, and the formulation of criminal justice policy. Students will be encouraged to develop a "nuts and bolts" familiarity with day-to-day practices of criminal justice in the U.S., a philosophical understanding of criminal justice as an ideal, and the critical skills needed to make a meaningful comparison between the ideal and current practices.

310. Issues Seminar. Provides an up to date look at emerging local, state, national, and international issues as well as emerging scholarly perspectives in political science. Joins attentiveness to the latest "news" with current analytical tolls of the profession. Includes organization of at least one debate open to the campus. (Three credits.)

311. Parties and Elections. A study of American parties and elections as well as the problems faced by candidates for public office. Students are expected to participate in current political campaigns. Offered in election years. (Three credits.)

321. The American Presidency. This course takes a detailed look at various aspects of the American presidency. It examines, among other things, the history of the presidency, the extent of presidential powers relative to presidential responsibilities, the relation of the president to congress, the performance of presidents relative to public expectations, and the future of the presidency. It also focuses on the living history of the presidency through close attention to current events. (Three credits.)

375. Environmental Politics. An analysis of environmental politics and policy on the national and international levels. Features an emphasis on case studies. (Three credits.)

395. Constitutional Issues. A study of current constitutional issues in light of constitutional history, philosophical principles, and our ever-changing socio-political context. (Three credits.)

397. States and Markets. Through an integration of perspectives and most recent research from the four main areas of political science—comparative politics, international relations, American politics and political philosophy—this course will examine the shifting relationship between political authority and the economy. Open to juniors and seniors. (Three credits.)

411. Political Philosophy from Plato to the Present. A historical survey and philosophical analysis of political theory from ancient Greece to the present. Includes works by Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill. (Also Philosophy 411, Issues and Ideas 435.) (Three credits.)

414. American Political Thought. Examines ideas, themes, and debates which are at the center of American political discourse as it has evolved since colonial times. Students will be asked to apply the course material to contemporary politics or society. (Three credits.)

415. Senior Seminar. Concentrated study of an issue in political science. Students deal in depth with substantive and methodological problems associated with the subject area. Prerequisite: Government 397. Open to juniors and seniors. (Three credits.)

420. Independent Study or Internship. Includes selected readings, written reports, conferences, or work with government officials as arranged with the instructor. Prerequisite: Junior standing. (One to four credits.)

PSYCHOLOGY

Jon Grahe, Assistant Professor, Chair
Andrew S. Becker, Assistant Professor
Nancy A. Lariviere, Associate Professor
Kristin K. Larson, Visiting Asst. Professor
William M. Hastings, Professor

■ **Psychology Major.** The psychology major requires a total of 35 semester hours. Courses are divided into **3** categories: **Required Course, Core Courses and Electives.** Required courses include 15 semester hours that must be taken in sequence (101, 201, 202 and 420). In addition, majors are expected to complete PSYCH 415 (2SH) sometime in their junior or senior year. Majors are also expected to complete 12 semester hours in core course. This requires majors to complete four courses from a list of ten core courses (231, 233, 235, 237, 315, 318, 320, 327, 335, 340). At least two of those courses must be at the 300 level. Finally, majors are expected to complete 6 semester hours of electives. Elective courses are any of the following (250, 272, 350, 351, 353) or any core course after the core course requirement is completed.

■ **Psychology Minor.** A minor in psychology consists of 20 semester hours including: PSYCH 101, PSYCH 201, plus 4 electives (two of these courses must exceed the 300 level).

101G. Introduction to Psychology. An examination of the scientific study of psychology. Lecture sessions emphasize current concepts in the biological roots of behavior, learning, perception, human memory, social behavior, psychopathology, and applied psychology. Laboratory sessions stress the application of quantitative interpretations of data and the scientific method to the study of human and animal behavior. (Four credits.)

201. Research Methods I: Design and Analysis. An introduction to the scientific method as applied in the social and behavioral sciences. Topics include descriptive and inferential statistics, the design and analysis of experiments, and the drawing of logical conclusions from behavioral data. Includes laboratory. Prerequisite: Psychology 101. (Four credits.)

202. Research Methods II: Synthesis and Communication. A continuation of Psychology 201. An introduction to the methods involved in behavioral research. Includes the logic, preparation, and design of controlled experiments. Emphasis is placed on the interpretation of data and the communication of results. Experience is gained in literature search and writing reports using appropriate style and format. Includes laboratory. Prerequisites: Psychology 101 and 201. (Four credits.)

231. Developmental Psychology. An exploration of the ways in which physical growth, intellectual activity, and social behavior change with age. These changes are viewed through the life span of the individual and include biological and cultural determinants. Particular emphasis is given to prenatal and child development. Prerequisite: Psychology 101. (Three credits.)

233. Social Psychology. A study of humans as complex social beings, the development of individual differences,

and the effects of society in shaping persons. Topics include attitudes and attitude change, the formation of the self-concept, emotional experience, prejudice, group dynamics, and social norms and values. Prerequisite: Psychology 101. (Three credits.)

235. Theories of Counseling. A survey of major theories and practices in counseling and psychotherapy. Topics include: cognitive, affective and behavioral models, directive and nondirective approaches, tests and other assessment devices, the ethics of intervention, and the evaluation of research in counseling and psychotherapy. Pre-requisite: Psychology 101. (Three credits.)

237. Industrial/Organizational Psychology. An overview of the psychology of work and human organization. Topics include learning, motivation, attitudes, group dynamics, and leadership as they apply to work in organizations. (Three credits.)

250. Special Topics. A study of a subject of special interest. Topics previously offered include humanistic psychology, drugs and behavior, the psychology of language, and the application of psychology to community issues. Prerequisite: Psychology 101 and consent of instructor. May be repeated for credit. (Three credits.)

272. Psychology of Women. An introduction to the discipline of the psychology of women. Topics covered include: gender development, gender comparisons, sexuality, women and work, and violence against women. One aim of this course is to explore the ways that race, ethnicity, class, sexual orientation, and age modify women's experiences. Prerequisite: Psychology 101 or consent of instructor. (Three credits.)

315. Learning and Motivation. The study of the general principles of learning and behavior change. Topics include classical and instrumental conditioning, extinction, biological and social motives, and the relation between performance and motivation. Prerequisite: Psychology 101 and consent of instructor. (Three credits.)

318. Biopsychology. This course emphasizes understanding the function of the brain and its relation to behavior. Topics include the biochemistry of neural conduction and synaptic transmission, neuro physiology, brain disorders, the biochemistry of learning and memory, and mechanisms of action of psychoactive drugs. Prerequisite: Psychology 101, or Biology 101 and Psychology 201 or consent of instructor. (Three credits.)

320. Cognition. This course explores learning, memory, problem solving, judgment and decision making, concept formation and language. Offered in alternate years. Prerequisites: Psychology 101 and 201. (Three credits.)

327. Sensation and Perception. A study of sensation and perception focusing on biological and cognitive determinants and individual differences, including illusions, constancies, and perceptual learning. Offered in alternate years. Prerequisites: Psychology 101 and 201. (Three credits.)

335. Abnormal Psychology. A study of the origins, symptoms, and classification of mental illness, including the study of

anxiety disorders, mood disorders, and schizophrenia. Includes comparisons among the various biological and psychological approaches to therapy. Prerequisite: Two psychology courses or consent of the instructor. (Three credits.)

340G. Personality. A theory-oriented exploration of human differences and similarities. Covers psychodynamic, humanistic, and behavioristic models. Topics include the role of the family, cross-cultural variables, and the immediate social-environment in shaping personality. Prerequisite: Junior standing. (Three credits.)

350. Special Topics in Psychology. A seminar on selected topics in psychology permitting in-depth analysis of an important psychological problem or phenomenon. Prerequisites: Psychology 101 and 201, or consent of the instructor. May be repeated for credit. (Three to four credits.)

351. Independent Study. Directed individual study in an advanced area of psychology. The student selects a topic in consultation with a member of the faculty. Prerequisites: Junior standing and consent of the instructor. May be repeated for credit. (One to three credits.)

353. Environmental Psychology. This course will examine the effect of the environment, both built and natural, on behavior, attitudes, and experiences. Topics will include environmental perception and cognition, personal space, crowding, design of environments to meet goals and needs, and the effects of exposure to extreme environments. Prerequisites: Psychology 101 and consent of the instructor. (Three credits.)

415. Readings in Psychology. This course will investigate selected readings in advanced psychology topics. course topics will alternate. Some examples are; history and systems, multivariate statistics, psychology & law, psychology & health, phenomenology, and cross-cultural psychology. Prerequisites: Psychology 202 and at least Junior Standing. (Two credits.)

420. Research Seminar. The development and completion of a major research project during the senior year. The students will read and critique their own and other research literature, and conduct and report their research project. The senior comprehensive examination is administered. Prerequisites: Psychology 101, 202, Senior standing, and consent of the instructor. (Three credits.)

PUBLIC RELATIONS

William J. Wallace, Professor, Program Coordinator

PUBLIC RELATIONS MAJOR

The Public Relations major is a 40-semester-hour interdisciplinary program designed to prepare students for a wide range of jobs and careers.

■ Requirements:

All courses are 3 SH except as noted. See specific departments for complete course descriptions.

BUSI 211	Quantitative Methods I (2 SH)
BUSI 307	Principles of Marketing
BUSI 357	Marketing Management
BUSI 367	Advertising
CATA 261	Mass Media and Modern Society
CATA 265	Writing for the Electronic Media
CATA 339	Persuasion
CATA 341	Public Relations
CATA 365	Media Production (4 SH)
CATA 491	Freedom of Expression and Communication Ethics
CATA 49x	Internship
ECON 200	Principles of Economics (4 SH)
MATH 106	Elementary Statistics

PUBLIC RELATIONS MINOR

Given the broad nature of the Public Relations area, no minor is offered.

■ Electives:

Students are encouraged to meet with the Program Coordinator to discuss areas of interest. Often students can major in a second area, or can develop specific areas of expertise. Courses in Psychology and Sociology are generally useful, as is a familiarity with the various forms of communication technology (e.g., video, internet, multimedia, print). Students interested in Writing/Public Presentation should consider the following courses:

CATA 233	Advanced Public Speaking
CATA 235	Small Group Communication
CATA 331	Organizational Communication
ENGL 210	Creative Writing
ENGL 301	Advanced Composition
ENGL 310	Advanced Creative Writing

Students interested in Print/Digital Imaging should consider the following courses:

ARTD 211	Design
ARTD 236	Photography
CATA 375	Scenery and Lighting Design

■ Career Opportunities.

Public Relations practitioners are skilled creators and managers. Duties will range from the everyday to the unusual, and typically combine an ability to juggle numerous tasks with an attention to detail. Public Relations officers deal with a variety of internal and external publics, and often become the keeper of an organization's image. Work in a public relations agency is normally very competitive, but opportunities exist in organizations of all size. Specific jobs include:

- Copy Writer
- Press Aide
- Media Buyer
- Web Designer
- Events Planner
- Speech Writer
- Editorial Assistant
- Multimedia Producer
- Publications Director
- Spokesperson

Students interested in a Public Relations career should also consider work in Marketing, Advertising, Human Relations. Students should also take advantage of extracurricular and co-curricular activities that offer the chance to put theory into practice.

SOCIOLOGY AND ANTHROPOLOGY

Steven L. Buban, Professor, Chair
Petra Kuppinger, Assistant Professor
Carolyn Tyirin Kirk, Professor

■ **Sociology/Anthropology Major.** A major in sociology/anthropology consists of nine courses in the department, including Sociology 202; 203; a minimum of four courses at the 300 level (excluding 320); and 420. In addition, Mathematics 106 must be taken prior to Sociology 202. The departmental requirements allow for considerable flexibility to meet the individual student's needs. For example, for those students interested in pursuing a career in which field experience at the undergraduate level is recommended, Sociology 406 (Urban Studies) or 420 (Senior Seminar) can be designed to include an internship with an appropriate organization. All individual programs leading toward the major, however, must be approved by the sociology department.

■ **Sociology/Anthropology Minor.** A minor in sociology/anthropology consists of five courses in the department, including Sociology 202; 203; and a minimum of two courses at the 300 level (excluding 320). In addition, Mathematics 106 must be taken prior to Sociology 202.

101. Introduction to Sociology. A review of basic concepts, theories, and principles used in analyzing human behavior in social contexts. (Three credits.)

102. Social Problems. An introductory survey of selected contemporary social problems using some of the major concepts of sociology. (Three credits.)

103. Introduction to Anthropology. A broad introduction to the anthropological study of human diversity. It will familiarize students with each of the four sub-fields of anthropology by focusing on human culture, human biology, human language, and archaeology. (Three credits.)

202. Theory and Methods I. An introduction to specific theoretical perspectives, methodological approaches, research techniques, and data analysis. Includes a two-hour laboratory. Prerequisite: Mathematics 106. (Four credits.)

203. Theory and Methods II. A continuation of Sociology 202. Includes a two-hour laboratory. Prerequisite: Sociology 202. (Four credits.)

250. Special Studies in Sociology/Anthropology. An examination of selected problems and issues from a sociological or anthropological perspective. Recent topics have included "Cultures of the Middle East" and "Gender in Cross-Cultural Perspective." May be repeated for credit. (Three credits.)

320. Independent Study. Independent study in an area of sociology or anthropology directed by a member of the department. May be repeated for credit. (One to three credits.)

327G. Sociology of Medicine. An analysis of social processes and structures as they bear on the development and definition of disease, the seeking of care, the training and behavior of practitioners, and the overall health-care

delivery system. (Three credits.)

341G. Urban Sociology. An introduction to the city, focusing on distinctive aspects of urban life and the relationship of the city to its physical environment, other cities, and the larger society. (Three credits.)

343. Population and Development. An introduction to population studies and demographic analysis. Topics include the social determinants and consequences of fertility, mortality, and migration and the social ramifications of various population policies. (Three credits.)

345. Class, Status, and Power. An evaluation of general theories of stratification and an analysis of stratification, class consciousness, and social mobility in industrial societies. (Three credits.)

347G. Gender, Race, and Ethnicity. Examination of the interrelationships among gender, race and ethnicity within the contexts of class and power in society. (Three credits.)

351. Criminology. An analysis of the social bases of law, the application of law, types of crime, theories of crime, and societal responses to crime. (Three credits.)

353. Social Interaction. An analysis of elementary social relationships emphasizing their development, maintenance, and transformation. Includes observation of interaction in laboratory and non-laboratory settings. (Three credits.)

355. Social Movements. An analysis of relatively non-institutionalized forms of group behavior with primary emphasis on social protest. Substantive focus typically includes the U.S. Civil Rights Movement and the Feminist Movement. (Three credits.)

406. Urban Studies. An intensive, off-campus, living experience within the urban community of Chicago. Offered as part of the Urban Studies program of the Associated Colleges of the Midwest. (16 credits.)

420. Research Seminar. A seminar in which each participant conducts a research project involving a review of the literature, research design, data collection and analysis, and written and oral presentations of the findings. The project is the culminating experience of the major program in sociology/anthropology. (Three credits.)

WOMEN'S STUDIES

Trudi Peterson, Assistant Professor of Communication and Theater Arts, Coordinator

Women's studies includes the careful consideration of feminist theories and perspectives and the examination of gender inequalities and issues. The multidisciplinary approach emphasizes the breadth of disciplines in which feminist criticism is taken seriously.

■ **Women's Studies Minor.** A minor consists of 15 to 17 credits. Women's Studies 201 and 401 are required of all minors. Students with particular interests may choose to take Women's Studies 320.

201. Feminism. An introduction to Western feminist thought and the study of women's roles and status in society. This course also evaluates present knowledge about women, questions stereotypes, and reinforces the value and content of women's everyday lives. All students are welcome. (Three credits.)

320. Independent Study. Independent study in an area of women's studies directed by a member of the faculty. Prerequisites: Women's Studies 201 and approval of the instructor and the Women's Studies coordinator. (One to three credits.)

401. Women, Justice and Equality. The capstone seminar in which participants will read and discuss historical texts that have had a profound effect on the feminist struggle for equality and justice. In addition, participants will engage in individual research, chosen in consultation with the instructor, in which the research topics will provide the basis for additional readings in common. Prerequisites: Women's Studies 201.

Art 306. Women, Art, and Feminism.

Classics 210. Ancient Literature (when appropriate).

Classics 240. Ancient Society.

Communication and Theatre Arts 294. Special Topics: Communication, Gender, and Culture.

English 260. Literature of Feminism.

English 343. 20th-Century British Literature (when appropriate).

English 348. English Novel (when appropriate).

Government 244. The Politics of Islam (Also **Issues and Ideas 444** and **Religious Studies 244**).

History 330. Biography and U. S. History (when appropriate).

History 370. Women in U. S. History.

Issues and Ideas 426. Feminist Approaches to Literature and Society.

Issues and Ideas 444. The Politics of Islam.

Philosophy 250. Special Topics: Philosophy and Feminism

Psychology 272. The Psychology of Women.

Sociology 343. Population.

Sociology 347. Gender, Race, and Ethnicity.

Sociology 355. Social Movements.

Honors Program

Coordinators:

George Arnold, Dean of the Faculty
Craig Watson, English, Chairperson

The Honors Program at Monmouth College is intended for a select group of well-qualified students and incorporates a variety of special courses germane to liberal education. The Program is designed to reinforce and extend the perspectives of the General Education curriculum, but it does not substitute for it.

Some honors courses taken by honors students may substitute for a course requirement in General Education *(See "General Education Course Substitutions" at the end of this section).*

Each of the courses is distinctive and may not be cross-listed for credit in other departments. The first course in the Program serves both to extend the issues raised in Freshman Seminar and to introduce the perspectives of various branches of intellectual inquiry. In the middle section of the Program students pursue in-depth examinations of the thought and work of figures and of events, movements, and ideas instrumental in shaping our world. Finally, students enroll in a specially designed senior level course that serves as a canopy for the Program.

Acceptance into the Program is determined competitively and normally occurs at the end of the first semester of the freshman year. Sophomores, juniors, and transfer students may also seek admission. Their applications will be considered on an individual basis *(See "Application and Admission to the Honors Program" at the end of this section).*

To be recognized as an Honors Graduate, a student must have at least 18 semester hours, including Honors I and II, attain at least a B- in each course, and graduate with a 3.5 GPA. A participant in an officially sanctioned ACM-GLCA off-campus study program may be released from one Honors 210 course. Possible release from the Senior Year Honors Course because of Off-Campus Program attendance will be negotiated on a case-by-case basis with the Honors Committee.

Courses are reserved initially for Honors students. If space is available, others may enroll with the consent of the instructor.

110. Honors I. Wonder, Ideas, Trials. A critical examination of texts and issues related to the acquisition of knowledge, the various means by which we know, and historical-cultural factors influencing what we know. The course is organized from a comparative and interdisciplinary perspective. (Three credits.) (Prof. Craig Watson; spring semester)

210. Selected Topics. A critical examination of a seminal figure, event, movement, or idea recognized as significant in shap-

ing our collective history. A minimum of four courses is required. (Three credits each.)

■ **Current Courses in Selected Topics:**

The Births and Deaths of Tragedy. The course first examines literary definitions and representative types of tragic drama, tracing the genre from Greek plays and Aristotle's *Poetics* through Senecan, Elizabethan, neoclassical French, then modern European and American works. Readings and discussion next focus attention upon philosophical theories of tragedy, particularly of the 19th century—theories which find in literary works ways of describing "tragedy in the world." Consideration is subsequently given to Freud's tragic consciousness and literary indebtedness to Greek tragedy; and to reports of intellectual and literary historians in the 20th century which pronounce the "death of tragedy." (Prof. Craig Watson)

Globalization. One of the most significant trends of the second half of the 20th century has been a dramatic increase in circulation of people, commodities, and cultural products in the world. This phenomenon, generally referred to as *globalization*, has posed a serious challenge to social scientists. This is so because the new social and political formations wrought by globalization break down familiar expectations that human societies can be understood in terms of specific geographic and cultural regions. In this context of complex flows and unexpected linkages of people, capital, resources, and political relationships, how are we to define meaningful analytical and interpretive boundaries? This course will examine globalization by first introducing students to the major issues discussed by recent scholarship on globalization. For the second half of the course we will focus on a particular region—South Asia—in order to challenge the premise that globalization is a 20th-century phenomenon. Globalization in South Asia began not with the introduction of McDonald's and global capital investment, nor with the 19th-century dominance of the British raj. It began with the earlier encounters between India and the Arab and European world. *The impact of this globalization process will be examined closely. In doing so, we will come to a general understanding of the impact of globalization on regions, peoples, and cultures.*

The Human Dialogue. A course organized around the theme of dialogue as a principle for interpreting the human condition. The human sciences most commonly focus on either the individual self (e.g., psychology) or the social structures within which people live (e.g., sociology). By contrast a dialogical approach centers attention on the interaction between individuals as a generative force which can account for outcomes of both self and social structure. Topics covered while examining the dialogical principle will include: dialogue as a pragmatic of communication and conversation, dialogue as a philosophical concept, dialogue as a basis for ethics, and dialogue as the progenitor of the self. Students will read and discuss critical texts, reflect on dialogical experience in journals, analyze communicative interactions, and pursue an individual project. (Prof. Lee McGann)

Nobel Laureates: Modern Literature. The course is an overview of modern world literature by way of the recipients of the Nobel Prize in Literature. Works will be selected from the following authors: Albert Camus, Yasunari Kawabata, Samuel

Beckett, Isaac Bashevis Singer, Gabriel Garcia Marquz, Wole Soyinka, Heinrich Böll, Thomas Mann, Naguib Mahfouz, Luigi Priandello, Ivo Andríc, Patrick White, Czeslaw Milosz, and Nadine Gordimer. If feasible, a work by the recipient of the 1998 prize will be included. The primary focus of the course is a critical appreciation of these writings as works of art. Secondarily, the breadth of the literature will invite comparative analysis both in literary and cultural terms.

Reading Through The Millennia. An examination of texts from three millenial transitions (1 B.C., 1000 A.D., and 2000 A.D.). With an emphasis on general cultural and historical characteristics as well as prophetic/predictive aspects of each period.

Signifying Voices: The Caribbean. An in-depth study of the Anglophone, Francophone, and Hispanophone Caribbean, including the Greater Antilles (Cuba, Haiti, The Dominican Republic, Puerto Rico, Jamaica), and the Lesser Antilles (Guadeloupe, Martinique, Trinidad) and touching on Mexico and the countries of Central and South America where their histories and cultures pertain to the Caribbean. The emphasis is on understanding the peoples of the region through their own eyes, and largely through their literary traditions, but also including other artistic traditions, notably music and dance. Course participants will also study the history and the politically and economically strategic significance of the region.

Strange Worlds: The Quantum World, The Early Universe, and The World of Complexity. The ideas of modern physics have profoundly changed our view of the universe and our role in it. The application of those ideas has had and will continue to have tremendous technological, social and ethical consequences. This course will focus on the conceptual understanding of quantum theory, cosmology, theories of chaos, and on the philosophical and practical consequences of those ideas. Particular attention will be paid to the historical development of these ideas and to the experimental data that support them. The consequences of a world view that includes quantum physics, modern cosmology, and new understandings of complexity will be discussed and analyzed in detail. This discussion may include topics dealing with ethical dilemmas and questions that arise because of both the world view and the practical and technological results of those ideas.

410. Honors II. The capstone course attempts to synthesize the students' intellectual experiences as well as to anticipate conditions and ideas for the future. Prerequisite: Senior standing. (Three credits.) (Staff; fall semester)

■ General Education Course Substitutions:

Honors students who complete the program may substitute specifically designated Honors 210 courses for the following General Education requirements:

1. A lab science course in the rubric "Physical Universe and its Life Forms"
2. A "Human Societies" course other than "Comparative Societies"
3. An "appreciation" course under the rubric "Beauty and Meaning in Works of Art"
4. A course listed under the rubric "Issues and Ideas"

(The Registrar will normally count an Honors 210 course—not otherwise assigned as a substitute for any other General Education course—as a substitute

for the "Issues and Ideas" course, for all students completing the program.)

For any student enrolled in the Honors program but who subsequently fails to complete it, the Registrar will evaluate the student transcript upon student notification of discontinuance from Honors, and apprize the student of remaining General Education requirements for graduation.

A grade of "B-" or better is required in each Honors course. If a student falls below that grade in a particular Honors course and leaves the program subsequently, that course will substitute for a designated General Education requirement. Should a student complete all requirements in Honors but fail to graduate with "Honors" because of a college-wide G.P.A. below 3.5, "designated" Honors courses taken by the student will substitute for the pertinent General Education courses.

■ Application and Admission to the Honors Program

An interested student should solicit a confidential letter of recommendation from a faculty member familiar with his or her academic performance. Typically, a letter of recommendation will address the student's preparation in terms of intellectual capacity, written and oral abilities, and class participation. The letter may further provide a faculty member's estimate of the applicant's independence, initiative, and creativity. Applicants may request more than one letter of recommendation.

Applicants are asked, also, to submit a formal essay of about 400-500 words, in which they review their expectations of the program and their motivations for applying. Along with the essay, applicants should also submit a recent sample of their writing (e.g., a Freshman Seminar paper). The Honors Committee will also review applicants' high school records and ACT scores. All application material should be submitted to Craig Watson, Honors Program Coordinator.

Off-Campus Programs

Monmouth College considers off-campus study, including both international and domestic experiences, to be an opportunity for students to enhance their liberal arts education. Such study may serve as a significant complement to the major or to the general education curriculum and to the mission of the college. Monmouth College makes available to its students programs which are intellectually challenging, aesthetically inspiring, and in diverse settings. The off-campus experience enables students to explore different perspectives on the human condition in a global community.

The College takes seriously its obligation to provide quality programs, which are only approved after careful review of the faculty. Many of the programs endorsed by Monmouth College are offered under the auspices of the Associated Colleges of the Midwest (ACM) or the Great Lakes Colleges Association (GLCA). Other programs like Washington Semester at American University and at the *Ecole Normale Supérieure de Gestion et Commerce* (ESGCI) in Paris are also available. While some programs require proficiency in a foreign language, most do not. Students may use their Monmouth College financial aid only for approved programs. (Students interesting in participating in non-approved programs must consult the registrar for transferability of credits.) While most of these programs cost about the same as study on campus, except for travel expenses and incidentals, some may be slightly more expensive. Applications for these programs are competitive and students must make application to the Curriculum Committee.

Further details are available from the coordinator of off-campus programs at the College (Professor Thomas Sienkewicz).

■ The American University in Paris

The American University in Paris is a small, private liberal arts college which offers an American-based program with a strong international perspective in the heart of Paris, France. Approximately 800 students from 85 countries study at AUP. Course offerings include Art history International Business Administration, English and Comparative Literature, Communications, Computer Science, Drama, Economics, French, Gender Studies, German, Italian, Mathematics, Music, Philosophy, Political Science, Science, and Spanish. While English is the language of instruction at AUP, French is the language of the daily environment of both students and faculty. Students with a strong proficiency in French can take part in AUP's exchange program with the Sorbonne. The school also has the means to aid students in locating reasonable housing arrange-

ments, which include a home-stay with a French family, an independent room, or a studio apartment. (16 semester hours.)

■ Central European Studies Program in the Czech Republic

Combining its rich cultural heritage, the emerging revival of democracy, and a struggle for economic success, the Czech Republic mirrors much of East and Central Europe. The program is based at Palacky University in Olomouc, the historic capital of Moravia. Students from many disciplines can benefit from intensive language training and course work, field trips to major Central European cities, independent research, and housing among Czech students in university dormitories. Courses cover Central European history, contemporary sociopolitical issues, and Czech literature and culture. Administered by ACM, Central European Studies is also recognized by GLCA. Open to juniors and seniors. (16 semester hours or equivalent.)

Length of Program: late August to December
Enrollment: 15 to 22 students
Application Deadline: March 1

■ Chicago Arts Program: Internships, Seminars, Workshops

The Chicago Arts Program is a 15-week guide to the contemporary art world. While living in Chicago, in addition to attending a wide range of cultural events, students meet and work with local artists and arts professionals in part-time internships, in selected Areas of Concentration and in two courses: the Core seminar, "Negotiating the Art World," and an elective Special Topics seminar or a studio-based workshop. Possible internship placements include but are not limited to: museums and galleries, artists' studios; theatre and dance companies, recording studios and popular music venues; literary organizations and publications; film and video production companies; architecture firms; and graphic and interior designers. Not limited to arts majors, the program benefits all students who have a strong interest in arts. Open to advanced sophomores, juniors and seniors. (16 semester hours or the equivalent.)

Length of Program: September to December, or late January to May
Enrollment: 30 students (fall), 20 students (spring)
Application Deadlines:
Fall: March 15; Spring: October 31

■ Costa Rica: Studies in Latin American Culture and Society

Studies in Latin American Culture and Society (fall only) is an interdisciplinary program for students seeking a comprehensive understanding of life in Latin America and wishing to develop fluency in Spanish. This program, which focuses on the humanities and social sciences, is designed to take full advantage of its Costa Rican setting. Language study is stressed as the key to understanding the culture. Course work in language, literature, geography, anthropology, politics and cultural change enable students to develop insights which are reinforced by field trips and two weeks of field work in rural areas. In San José and its environs, students live with families both to improve their language ability and to enjoy personal involvement in the daily life of a Latin American community. Open to sophomores, juniors and seniors. Prerequisite: at least two years of college level Spanish or equivalent. (16 semester hours or equivalent.)

Length of Program: late August to December
Enrollment: 25 to 30 students
Application Deadlines:
Regular Deadline: November 1
Final Deadline: March 15

■ Costa Rica: Tropical Field Research

The Tropical Field Research Program (winter/spring) is designed for advanced work in the natural and social sciences. Independent research in the humanities is also encouraged. Costa Rica supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. An equally broad range of research topics is available for students of anthropology, archaeology, economics, geography, geology, history, political science and sociology. Students prepare for their research during a month-long orientation which includes intensive language training and a review of field work methodology. Their field study may be integrated with an ongoing project or undertaken independently under the supervision of a faculty adviser. Open to juniors and seniors with prior course work in the discipline in which they propose to do research. Prerequisite: 1 year of college Spanish (two years are recommended). (16 semester hours or equivalent.)

Length of Program: Late January to May
Enrollment: 24 to 27 students
Application Deadlines:
Regular Deadline: March 15
Final Deadline: November 1

■ Ecole Normale Supérieure de Gestion et Commerce

Ecole Normale Supérieure de Gestion et Commerce in Paris, France, one of the largest and well-known groups of business schools in France, is located in the heart of Paris in a charming residential neighborhood and offers a wide number of international business courses taught in both French and English at both the undergraduate and graduate level. All English-based courses are taught by native English speakers who have earned both academic and professional qualifications that allow them to guide students towards a theoretically sound yet applicable course of study. Academic standards are high and the social aspect is rich at ESGCI. All students are expected to participate in the Student Associations. Numerous sports, organizations, and clubs are available for the students' enjoyment and leadership experience. Students from over seventeen countries are represented in this program. Housing can be arranged in school-owned apartments. The school also has the means to aid students in locating reasonable housing arrangements. (16 semester hours.)

■ Florence

The Florence Program provides an excellent opportunity to study Renaissance painting, sculpture, architecture, history, and literature for students interested in art, history, Romance Languages and the humanities. Italian language instruction, a studio art course, and courses providing a broad perspective on Italian contributions to world civilization facilitate the study of Florentine artistic and cultural heritage. Visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars supplement this course work. Staying with Italian host families enriches participants' awareness of modern Italian life as well as the academic study of Italian Renaissance culture. Open to juniors and seniors; prior

Italian language recommended. (16 semester hours or equivalent.)

Length of Program: late August to December
Enrollment: 25 to 30 students
Application Deadlines:
Regular Deadline: October 15
Final Deadline: March 15

■ India Studies

The Indian subcontinent, home to almost one-sixth of the world's population, provides a rich and complex background for the study of non-Western civilization. After an intensive 10-week orientation at one of the ACM colleges, including language study, India Studies program participants spend six months in Pune living with Indian families. Pune is at once traditional and highly industrialized, offering an excellent opportunity to observe the interaction of tradition and modernity that characterizes contemporary India. Students enroll at Tilak Maharashtra Vidyapeeth, for two terms, where they continue language instruction, choose four other courses and complete their independent study projects begun during orientation. In addition to the formal academic program, students enjoy field trips to nearby cultural sites such as the Ajanta and Ellora caves and the pilgrimage to Pandharpur. A variety of extracurricular activities can be arranged: music, dance, yoga, weaving and batik. Any currently enrolled student may apply, though priority is given to those who will be sophomores or juniors during the orientation term. (Equivalent to one full year of work on the home campus; orientation, one-third; overseas program, two-thirds.)

Length of Program: late March to mid-December
Enrollment: 10 to 15 students
Application Deadlines:
Regular Deadline: April 1
Final Deadline: November 1

■ Japan Study

Students spend the academic year at Waseda University's International Division in Tokyo after a brief orientation, providing intensive language practice and cultural discussions. In addition to required language study, electives may be chosen from a wide range of Asian studies courses taught in English. A family living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in the Japanese way of life. Administered by Earlham College, Japan Study is recognized by both ACM and GLCA. Open to sophomores, juniors and seniors with a minimum 3.0 GPA. Prerequisite: at least 1 semester or term of Japanese language study must be completed before departure. (Students earn a full academic year's credit.)

Length of Program: late August to June
Application Deadline: February 1

■ London and Florence: Arts in Context

The London and Florence Program compares the artistic achievements of two historically prominent cities. Participants study the historical and political context of art, architecture, literature and theater as well as Italian language. Visits to museums, galleries, theaters, short trips to other areas of England and Italy, and discussions with local scholars supplement this course work. Students spend eight weeks in each city and enjoy a week-long mid-semester break. An optional intensive course in Italian language (3 semester credits) is offered every January in Florence. Open to

sophomores, juniors and seniors. (16 semester hours or the equivalent.)

Length of Program: late January to May
Enrollment: 50 students (25 begin in London, 25 in Florence)
Application Deadlines:
Regular Deadline: March 15
Final Deadline: October 15

■ Newberry Library in the Humanities

One of America's great research libraries provides the setting and resources for this program. Students attend interdisciplinary seminars taught by visiting professors and also have the opportunity to meet with resident scholars and library staff. In the fall seminar, students write a major research paper based on the Newberry's collections in the humanities. In addition to the semester-long fall seminar, students may enroll in one-month seminars (equivalent of 1 course) during the winter and spring. Administered by ACM, the Newberry Library Program is also recognized by GLCA. Open to exceptionally qualified sophomores, juniors and seniors. (16 semester hours or equivalent.)

Length of Program: late August to December (fall seminar)
January to May (short-term seminars)
Enrollment: 15 to 25 students (fall seminar); 8 to 15 students (short-term seminars)
Application Deadlines:
Fall Seminar: April 1
Short-term Seminars: December 15

■ Oak Ridge Science Semester

The Oak Ridge Science Semester is designed to enable qualified undergraduates to study and conduct research in a prestigious and challenging scientific environment. As members of a research team working at the frontiers of knowledge, participants engage in long-range investigations using the facilities of the Oak Ridge National Laboratory (ORNL) near Knoxville, Tennessee. The majority of a student's time is spent in research with an adviser specializing in biology, engineering, mathematics, or the physical or social sciences. Students also participate in an interdisciplinary seminar designed to broaden their exposure to developments in their major field and related disciplines. In addition, each student chooses one elective from a variety of advanced courses. The academic program is enriched in informal ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff. Administered by Denison University, the Oak Ridge Science Semester is recognized by both ACM and GLCA. Open to upperclass majors in biology, chemistry, physics, geology, mathematics or social sciences. (16 semester hours or equivalent.)

Length of Program: August to December
Enrollment: 20 students
Application Deadline: February 1

■ Russia Semester

The enormous political, social and economic changes taking place in Russia provide a fascinating environment for this program, and the Kuban region program site provides a particularly rich environment for understanding the changing nature of Russian life and the issues of national identity which accompany these changes. The program combines intensive study of the Russian language with a course about Russian society. Students live with Russian families and the combination of home stays, field trips and individual projects provide for maximum exposure to contemporary

Russian life. The program is based at Kuban State University in Krasnodar, a regional center of 700,000 people; the city's relatively relaxed atmosphere permits more contact between Americans and Russians than is usually found in programs in Russia. In addition, little English is spoken in Krasnodar, providing students increased opportunity to develop their Russian language skills. Administered by ACM, the Russia Program is also recognized by GLCA. Prerequisite: One year Russian language. (16 semester hours or equivalent.)

Length of Program: late August to December
Enrollment: 20 students
Application Deadline: March 15

■ Tanzania

The Tanzania program offers undergraduates an unusual opportunity to conduct field work in some of the world's greatest paleoanthropological and ecological sites. Students divide their time between the University of Dar es Salaam and the Northern Region of Tanzania. At the University they take courses in intensive Swahili, human evolution and the ecology of the Serengeti while developing a field project. For the next six weeks, students live in tent camps and pursue individual field projects in the Serengeti/Ngorongoro area before returning to the University for final work on their projects. The program is both physically and academically demanding, and only well-qualified students will be selected. Open to juniors and seniors. (16 semester hours or equivalent.)

Length of Program: late July to mid-December
Enrollment: 20 students
Application Deadline: March 1

■ Urban Education

The Urban Education program offers student teaching internships, a summer sequence of courses leading to bilingual or English as a Second Language (ESL) certification, and an intensive one-month course in January on multicultural and global awareness. Chicago offers exceptional opportunities for students interested in education and educational issues. The diversity of communities served by Chicago schools provides a rich setting in which interns learn from working with people who represent cultures and languages from all over the world. The variety of educational programs operating within the metropolitan area also enables students to work in virtually any kind of school.

Placements are made in public, private or alternative schools, and students can work in traditional or progressive, city or suburban, multilingual or monolingual, regular or special education, magnet or neighborhood schools. Seminars focus on the social, political, and economic factors that influence systems as well as the impact of schools on students, teachers, and communities. Coaching and supervision emphasize collaborative approaches for developing effective teaching strategies.

The "Dimensions of Multiculture" course offered during the January interim explores the meaning of cultural identification and its impact on children's learning and also serves candidates for bilingual certification, foreign students wanting to develop a deeper understanding of American cities, and a broad range of students interested in expanding their understanding of other cultures. Open to any currently enrolled student; those seeking

certification are expected to have fulfilled Monmouth College's prerequisites for student teaching. (Equal to an equivalent period on the home campus.)

Length of Program:
Student Teaching: semester, term or multi-block
Bilingual/ESL: semester or term
Dimensions: January interim
Application Deadlines:
Summer Term: March 15
Fall Semester or Term: March 15
January Interim: November 1
Winter Semester or Term: November 1
Spring Semester or Term: November 1

■ Urban Studies

American cities concentrate the social, cultural and economic forces that shape modern society. Chicago is a quintessential American city that was founded on economic exchange, grew with America's westward expansion, became the hub of Midwest economic and political power and continues to illustrate the best and worst of American society. The Urban Studies program immerses students in the life of Chicago while exploring both the historical and current forces that define urban life. Through supervised internships, seminars, a Core Course and independent study, students experience the dynamics of a modern city while learning academic concepts to from those experiences. Foremost, the Urban Studies Program develops the skills necessary for effective leadership in civic and political life by exposing students to effective models of action in light of the realities of urban America. Open to sophomores, juniors and seniors. (16 semester hours or equivalent.)

Length of Program: early September to mid-December, or early February to mid-May
Enrollment:
50 to 60 students (fall);
35 to 45 students (spring)
Application Deadlines:
Fall: April 7
Spring: November 10

■ Washington Semester

Students who have demonstrated exceptional academic ability are selected as candidates for this program at American University in Washington, D.C. The Washington Semester program is designed to bring superior students into contact with source materials and government institutions in the nation's capital. In addition to regular study and a research project, students participate in the Washington Semester Seminar, a course consisting of a series of informal meetings with members of Congress and government officials. The program is 16 weeks in length. Junior standing is required. (Students normally earn 16 hours of credit.)

■ Wilderness Field Station

The ACM Wilderness Field Station, located on remote Low Lake in the Superior National Forest, offers an exceptional opportunity for direct observation of Northwoods nature. Courses in aquatic biology, animal behavior, ornithology, and behavioral ecology of vertebrates are typically offered during the two month-long summer sessions. In addition, "The Northwoods Experience," a team-taught, interdisciplinary course, allows students to explore a variety of environmental issues in Northern Minnesota. Other electives for non-science majors and an independent study option are also available. Much of the field work in this lakeland wilderness is done

on long canoe trips. The base camp's laboratories, herbarium and library enable students to supplement their field work with formal scientific study and equipment. Many courses have no prerequisites and may satisfy a general education biology or science requirement. (4 semester hours or equivalent each session.)

Length of Program:
mid-June to mid-July; mid-July to mid-August; or both
Enrollment: 24 to 32 students per session and 8 students per course
Application Deadline:
Regular Deadline: February 20
Final Deadline: May 1

■ Zimbabwe

Located on the University of Zimbabwe campus in Harare, the interdisciplinary Zimbabwe Program addresses the challenges of building a modern independent nation and focuses on development issues in Southern Africa. ACM and University of Zimbabwe faculty members offer courses in cultural identity and society, political and economic development, and the Shona language. Students also complete an independent field project under the guidance of program staff or university faculty. During the optional May Block (4 semester credits), they can pursue an internship, additional language study or an individual research project. Family stays in Harare and Bulawayo offer students the opportunity to live with Zimbabweans, participate in community life, and interact with Zimbabwe's two main ethnic groups, the Shona and the Ndebele. The academic program is also enriched by field trips and a short rural stay. Open to advanced sophomores, juniors and seniors. (16 semester hours or equivalent.)

Length of Program: early January to late April, optional May Block
Enrollment: 20 to 25 students
Application Deadline:
Regular Deadline: April 1
Final Deadline: October 15

PREPROFESSIONAL PROGRAMS

■ **Architecture.** Monmouth College is affiliated with Washington University of St. Louis in a joint program of the study of architecture. The program consists of three years at Monmouth College with a major in art or a synoptic major, and four years of architecture studies at the university. After successful completion of the first year at Washington University, the student receives the B.A. degree from Monmouth College. A master's degree in architecture is awarded after completion of the program at Washington University.

■ **Computer Science.** Students who seek careers in this rapidly growing field should take a full complement of courses in mathematics and computer science. The College's well-equipped Computer Center affords students ample opportunity for instruction and practice. The department of mathematics and computer science offers majors in both mathematics and computer science.

■ **Dentistry.** Dental schools accept applicants without regard to their undergraduate major. Students can, therefore, choose to major in any field, although most students major in biology or chemistry. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning and, together with The Wackerle Center for Career and Leadership Development, to help students obtain catalogs and admission material.

■ **Engineering.** Monmouth College is affiliated with Case Western Reserve University, Washington University, and the University of Southern California in joint five-year programs of engineering education. The plan calls for three years at Monmouth followed by two years of engineering work at one of these institutions. Acceptance by the affiliated institution is guaranteed if a B average is maintained in the specified courses at Monmouth. Upon completion of the program, the student receives degrees from both Monmouth and the engineering school.

■ **Environmental Science.** An interdisciplinary major in environmental science can lead to graduate work or career positions in this expanding field. This program emphasizes an interdisciplinary approach utilizing instruction in seven departments in order to comprehend the complex nature of environmental issues. Depending on the student's goals, the program allows development of scientific expertise or skills in policy/advocacy, while assuring a solid background in

both areas for all graduates.

■ **Law.** Students should prepare for a career in law by acquiring the ability to think, write, and speak clearly. They should also cultivate a genuine concern for human institutions and values. Though law schools require no particular undergraduate major or course of study, courses in constitutional law, business law, and criminology are available at Monmouth College. Students may also gain experience in law-related internships for college credit.

■ **Library Science.** After receiving the B.A. degree, a student may qualify for a master's degree in library science with approximately one year of training in a professional school. Library schools require no particular undergraduate major or course of study, but specialization can lead to library work in that area. Opportunities may be available for qualifying students interested in library science to work in Monmouth College's Hewes Library.

■ **Medical Technology.** After three years of pre-professional education at Monmouth, students complete the professional phase of the program in two years at Rush University in Chicago. Acceptance to Monmouth College does not guarantee acceptance to Rush University. Students who remain at Monmouth for three years and complete the Monmouth general education requirements receive a B.A. degree from Monmouth in addition to the B.S. degree from Rush.

■ **Medicine.** Medical schools accept applicants without regard to their undergraduate major. Students can, therefore, choose to major in any field, although most students major in biology or chemistry. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning and, together with the Wackerle Career and Leadership Center, to help students obtain catalogs and admission materials.

■ **Ministry and Christian Education.** The American Association of Theological Schools recommends a broad liberal arts experience as the best preparation for the ministry today. Concentrations in philosophy, religion, history, English, sociology, or psychology are encouraged, and some knowledge of Hebrew and Greek is a valuable asset. Students who are preparing for service in the field of Christian education will profit from courses in the education department as well as from the above concentrations.

■ **Nursing.** The pre-professional phase of the nursing program is normally completed in three years at Monmouth, followed by two years of professional training at Rush University in Chicago. Acceptance to Monmouth College does not guarantee acceptance to Rush. Students who remain at Monmouth for three years and complete the Monmouth general education requirements receive a B.A. degree from Monmouth in addition to the B.S. degree from Rush.

■ **Occupational Therapy.** Students can prepare for graduate work in occupational therapy with an undergraduate major in any field as long as the necessary prerequisite courses are taken. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers

Committee are available to help with academic planning and, together with the Wackerle Career and Leadership Center, to help obtain catalogs and admission materials.

■ **Physical Therapy.** Students can prepare for graduate work in physical therapy with an undergraduate major in any field as long as the necessary prerequisite courses are taken. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning and, together with the Wackerle Career and Leadership Center, to help students obtain catalogs and admission materials.

■ **Reserve Officers' Training Corps.** Monmouth College students may work toward a commission in the United States Army, the Army Reserve, or the National Guard upon graduation. The program, open to both men and women, is taken in addition to the ordinary academic program and includes a six-week summer camp between the junior and senior years. Information about this program may be found in the section on the military science department.

■ **Social Service.** Entry-level jobs in social service agencies are open to all majors although professional advancement often requires a graduate degree. The sociology and psychology majors prepare students well for graduate programs in the social service area, e.g., M.S.W., M.A. in counseling. Students should be aware of rapidly increasing opportunities for those who combine such a major program with a working knowledge of Spanish.

■ **Teaching.** Monmouth teacher preparation programs meet the professional education requirements of the Illinois State Teacher Certification Board. The programs provide students who are preparing to teach in elementary, middle and secondary schools with opportunities to develop the skills and knowledge needed to become effective teachers. Students interested in teaching as a career should pursue programs of study that take into account their subject interests, their aptitudes, and their desire to qualify for a particular teaching role. The Urban Education Program of the Associated Colleges of the Midwest offers unusual opportunities to Monmouth students, including a special program for those interested in bilingual education. Detailed information about specific teacher education programs may be found in the section on the education department.

■ **Veterinary Medicine.** Veterinary schools accept applicants without regard to their undergraduate major. Students can, therefore, choose to major in any field, although most students major in biology. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning and, together with the Wackerle Career and Leadership Center, to help students obtain catalogs and admission materials.

ADMISSION

■ **Admission Policy.** Monmouth College admits qualified men and women without regard to physical handicap or their geographic, cultural, economic, racial, or religious backgrounds. Each applicant for admission is evaluated on his or her individual merits. The College does not make decisions on the basis of single test scores or other isolated credentials, seeking rather to develop a comprehensive understanding of each applicant's abilities and potential. Scholastic record, class standing, standardized test scores, recommendations, and personal qualities such as motivation, goals, maturity, and character are considered.

Applicants should take a college-preparatory program that includes four years of English, three years of mathematics, two years of science (including one year of a laboratory science), three years of social sciences (including history and government, and two years of a foreign language). Participation in honors or advanced course programs is strongly recommended. Applicants who lack particular courses are not disqualified from admission to the College and will be considered on an individual basis. Applicants who have not been enrolled in school for a year or more should provide a statement describing their activities since last enrolled.

■ **The Admission Process.** The complete admission process for all full-time students includes these steps:

1. The complete application form must be sent to the Admission Office.

2. An official transcript of high school credits including rank in class and SAT or ACT scores must be filed with the Admission Office. Transfer applicants must have an official college transcript sent from all previously attended institutions on file with the Dean of Admission, Monmouth College.

3.Completed applications are reviewed by the Dean of Admission. The Dean of Admission may approve those which are clearly acceptable; those which are not are referred to the Admission Committee for individual consideration.*

4. Notice of the action taken is sent to the applicant on a rolling basis. Those that are accepted will receive instruction concerning the new student deposit of $150.00 and housing information.

5. The health form and immunization records must be complete before a student will be allowed to enroll.

**Transfer students' acceptance will be based on their GPA as it relates to Monmouth College's current student good standing policy.*

• EARLY ADMISSION. Monmouth will offer admission to students based on a

three-year high school record and the SAT or ACT results from the junior year or early senior year, subject to successful completion of the senior year in high school.

•REGULAR ADMISSION. Applicants on Regular Admission will receive notification from the College on a rolling basis during the senior year.

•SPECIAL, PART-TIME, AND REENTERING STUDENTS. Special students are those who are not candidates for the degree. Permission to register as a special student must be obtained from the Dean of Admission before the beginning of the semester. Should a special student decide to become a degree candidate, the regular admission procedure must be completed.

Part-time students are those who register for fewer than 12 hours of credit per semester. Permission to enroll part-time must be obtained from the Dean of the Admission before the beginning of the semester.

Students who have previously attended Monmouth College and wish to reenter must obtain permission to reenroll from the Dean of Admission before the beginning of the semester.

Tuition And Other Charges, 2000-2001

TUITION, ROOM, AND BOARD

Tuition, per semester	$8,185.00
Room, per semester:	
Standard double occupancy	1,225.00
*Premium double occupancy	1,375.00
Standard single occupancy	1,625.00
*Premium single occupancy	1,775.00
Board, 21-meal plan per semester	1,000.00
Board, 14-meal plan per semester	960.00

Total annual charge:
(tuition, fees, 21 meal board, and double-occupancy room) . . . $20,820.00

**Premium occupancy applies to all McMichael Residence Hall rooms and certain other designated rooms.*

PAYMENT

All fees and charges are due two weeks prior to the beginning of the semester in which the student is enrolled. Students may not register until their accounts are paid in full, they have a payment plan with FACTS that covers any remaining balance after financial aid is applied, or satisfactory alternative arrangements are made with the Business Office.

Students who have outside scholarships or loans not already credited to their accounts by the day of registration must have written confirmation from the source of the aid if the scholarship or loan is to be considered in computing the net amount due.

Students who wish to distribute payment over several months must make arrangements to do so using FACTS. Information is available from the College Cashier. There is a $50 annual enrollment fee.

CONDITIONS

The normal course load for a full-time student is 15 to 16 semester hours. A student enrolled for 12 semester hours is classified as a full-time student. Tuition charges provide for a course load up to and including 18 semester hours. Tuition per semester is based upon a student's registered course load as of the last day to add a course. *(See 2000-2001 Academic Calendar.)*

Tuition includes use of the library, laboratories, student center, cultural activities, co-curricular programs, admission to athletic contests and most other campus events. Tuition is required whenever a student is enrolled for course work at Monmouth College or under Monmouth College's auspices, whether the course work is on or off campus.

Where space permits, double rooms are made available for single occupancy at an extra charge. Students selecting a "double-single" room will be billed at the single-occupancy rate.

All unmarried students are required to live and take board on campus, except that residents of the immediate area may receive permission to commute to the College when they continue to live with their parents.

Students enrolled in internships, independent study, student teaching or other off-campus programs within 30 miles of

Monmouth must reside on campus and take board in the College dining room. Box meals will be provided or other appropriate arrangements made for meals that cannot be taken on campus. All expenses associated with off-campus study, such as travel, clothing and meals at unusual times, will be borne by the student. Not all financial aid is continued for off-campus study programs, and the student must check with the Financial Aid Office to determine whether financial assistance is continued for the particular off-campus study program in question.

Payment of all current financial obligations to the College is a prerequisite to receiving the degree. Failure to meet such obligations will preclude participation in Commencement activities.

STUDENT HEALTH INSURANCE PLAN

All students enrolled for six or more semester hours are required to participate in the Student Health Insurance Plan unless proof of comparable coverage is furnished. If you have comparable coverage, a completed waiver card must be submitted to the College Business Office by the applicable deadline or the insurance premium will be charged. Coverage will continue to the next policy year anniversary date. Health care provided through a Health Maintenance Organization (HMO) is generally not considered comparable coverage. Further information is available in the Health Insurance Plan brochure.

Fall:

2000 annual enrollment premium $378.00
2000 waiver submission deadline . . . . . .Aug. 11, 2000

Spring:

2001 new student enrollment premium $227.00
2001 new student waiver submission deadline . . . . . .Jan. 8, 2001

OTHER CHARGES

OVERLOAD, per semester hour $682.00

Students who take more than 18 semester hours per semester will be charged additional tuition on a prorated basis. Tuition for fewer than 12 or for more than 18 semester hours will be charged at $682 per semester hour.

AUDIT, per semester hour $341.00

Full-time students may audit a course without charge. Part-time students or persons not otherwise enrolled will be charged the audit fee.

CREDIT BY EXAMINATION, per semester hour $341.00

INDIVIDUAL INSTRUCTION

Music Lessons:

Music major, full-time student . . . .No Charge

Non-music major, full-time student registered for participation in musical ensemble, may take lessons in area of performance specialty. *(Example: Choir participant may take voice without charge, but not piano.)* . . . . . .No Charge

Non-music major, half-hour lesson per week, per semester $180.00

Hour lesson per week, per semester $360.00

INTEREST CHARGE 8.4%

Interest charges are assessed to student accounts on the first (1st) day of each month. The amount of the assessment is determined by taking the outstanding balance on the first day of the previous month, subtracting any credits posted during the month, and multiplying the resulting amount times 7/10ths of 1 percent, which is the equivalent of 8.4 percent per year. This method will always allow at least 30 days but not more than 60 days for charges to be paid without incurring any interest assessment. Interest is assessed on all outstanding balances, even if those balances are intended to be paid by financial aid not yet posted to student accounts, including loans and College employment. Interest is not assessed on outstanding balances if a student is participating in the FACTS plan and all payments are current.

LATE COURSE SELECTION FEE $30.00

Returning students who fail to make course selections by the specified date preceding each semester will be assessed this additional fee.

LATE REGISTRATION FEE $30.00

Students who fail to register for class by the specified date at the beginning of each semester will be assessed this additional fee.

CHANGE OF REGISTRATION $15.00

Students who change registration after the first week of classes will be charged this additional fee.

MATRICULATION FEES

Application fee . . . . . .None
Deposit for new students $150.00

A deposit is required of all new students accepting admission. This $150 is retained as a deposit that is refunded at graduation or withdrawal of the student from the College, provided there are no outstanding charges. New student deposits are refundable if requested by May 1, prior to entry for the fall semester.

ROOM CANCELLATION FEE $150.00

Resident students who do not return for the Fall semester must cancel their room assignment by written notice to the Student Affairs Office no later than July 1 or be assessed this additional fee.

YEARBOOK FEE $25.00

Annual yearbooks are produced for those students who place an order by the deadline date (October 16, 2000). The yearbook fee will be charged to the student's account. Orders may not be canceled after the deadline date.

TRANSCRIPT, per copy $3.00

Transcripts are issued only upon written request. All financial obligations to the College must be met before a transcript will be issued.

PLACEMENT SERVICE

Enrolled student:

Up to 5 mailings of credentials $10.00
Each additional mailing $4.00

Non-enrolled student:

Up to 3 mailings of credentials $10.00
Each additional mailing $4.00

ROOM TELEPHONE

An active telephone jack is provided, at no additional charge, in each residence hall room. Students must provide their own touch tone telephone. Students wanting full telephone services should obtain an authorization code from Resicom, the campus telephone service company. Normally, authorization codes will be available for new students when they arrive on campus. Returning students may use the same access code from the previous academic year. Any telephone problems or questions pertaining to authorization code billing or use should be directed to Resicom by dialing 8888 from any campus phone or by dialing 1-800-853-1030.

REPLACEMENT OF LOST KEY OR CARD

Outside key to building $50.00
Room key $10.00
Other key $10.00
ID or meal card $10.00

The security of residence halls and the integrity of the identification system demand cooperation and responsibility from all members of the community in safeguarding keys and ID cards. The charges above are to encourage due care of keys and cards, to maintain room and building security, and to prevent abuse of ID cards. Students are charged for keys not returned by the last day of each semester. Students who return keys after the last day of each semester will not receive a full refund for key charges. The refund will be one half of the initial charge.

MOTOR VEHICLE CHARGES

Auto Registration . . . . .$30.00 per semester
Parking/other violation fine $20.00
Parking on College lawns fine $50.00
No vehicle registration fine* $100.00

**In addition, violators must also register the vehicle and pay the $30 vehicle registration fee.*

Motor vehicle regulations are designed to protect the safety and welfare of the campus community and to promote good order. Tickets for violations are issued by designated staff monitors. Any enrolled student bringing a motor vehicle to campus must register the

vehicle in the lower level of Poling Hall, Room 6, within the first week of classes, and thereafter, before bringing a vehicle to campus.

REFRIGERATOR RENTAL

A limited number of refrigerators with microwave ovens are made available at an annual rental rate.

6.25-Cubic-Foot Refrigerator/Freezer with Microwave Oven $130.00
Replacement charge if lost or stolen . .$450.00

Students are responsible for paying for damages to refrigerators, not to exceed the replacement charge. Students who fail to clean refrigerators at the end of the rental period will be charged $20 for each unit.

AIR CONDITIONERS

Students requiring air conditioners for medical reasons must provide the Office of Student Affairs with a doctor's certificate attesting to the medical need. The last date for submission of doctor's certificate is Friday, July 28, 2000.

Air Conditioner Fee . . . . .$135.00 per semester
Reinstallation Fee (moving to another room) $40.00

Air conditioners are permitted and provided by the College **only for chronic medical reasons**. Students are not allowed to bring their own air conditioners.

NON-SUFFICIENT FUNDS CHECK RETURN FEE $10.00

This fee is charged on each check returned to the College for non-sufficient funds.

SUMMER SESSION

Tuition, per semester hour $546.00
Room, per week, double occupancy $45.00

Board is not available. Students who withdraw during the first two days of classes receive a 75% tuition refund. After the second day of classes, there is no tuition refund.

CHARGES FOR SUPPLIES OR DAMAGE

Charges for art, laboratory or other supplies; lost library items, or for breakage or damage to College property are billed immediately or at the end of the semester.

The charges include the estimated cost of replacement parts or material, labor for repair or replacement, and overhead expenses associated with the repair or replacement.

REFUNDS

A refund is the amount of money that the College will credit to a student account and/or to a financial aid program account when the student leaves school before completing a period of enrollment. No refund of tuition is made to a student who simply drops a course. Refunds may or may not result in a student account credit that would lead to an eventual disbursement of cash to a student. Students who withdraw from the College are subject to adjustments in their financial aid. Students are cautioned that withdrawal from the College may result in a larger balance due from the student and that such balance will be due and payable at the time of withdrawal.

Date of Withdrawal or Drop-out

Once a student has withdrawn from the College, refunds will be computed and credited by the College Business Office within thirty days of notification of withdrawal. No separate refund request is necessary.

Attribution

Student loans, scholarships and grants will first be reviewed and attributed to the appropriate academic session. For example, the Federal Family Educational Loan Program loans (Stafford, PLUS, etc) are considered to be made in proportionate amounts corresponding to the number of academic sessions covered by the loan (typically two semesters). Any portion of such loans attributable to a session that the student did not attend must be returned to the appropriate program account. The student's account will be adjusted accordingly.

Refund Policies

When a student withdraws from all classes during a semester, it is the College's responsibility to determine the student's withdrawal date for the purposes of the return of Title IV

(federal) financial aid and the refund/cancellation of charges and non-federal financial assistance.

Official Withdrawal

For a student to be considered **officially** withdrawn, he/she must notify the College in writing or orally of his/her intent to withdraw by contacting the Office of Student Affairs. The withdrawal date is the date that the student notifies the office of Student Affairs of his/her intent to withdraw and/or begins the withdrawal process by completing a withdrawal form.

Unofficial Withdrawal

If a student ceases attendance without providing official notification to the College, the withdrawal date will be the mid-point of the semester, except that the College may use as the withdrawal date the student's last date of attendance at an academically-related activity, as documented by the College.

Special Circumstances

If the College determines that a student did not provide official notification because of illness, accident, grievous personal loss, or other such circumstances beyond the student's control, the Dean of Students may determine a withdrawal date related to that circumstance.

Return of Title IV (Federal) Financial Aid

When a student withdraws during a semester, the amount of federal financial aid earned by the student is determined on a pro-rata basis. Once a student has completed 60 percent of the semester, he/she is considered to have earned all of his/her federal financial aid. If the student has completed less than 60% of the semester, he/she is considered to have earned an equal percentage of the aid originally scheduled to be received. (Federal Work Study funds are excluded from the return of Title IV funds requirements.)

If a student has received excess funds, the College must return a portion of the excess equal to the lesser of: (A) the student's institutional charges multiplied by the unearned percentage of funds; or (B) the entire amount of the excess funds.

If the aid to be returned is in the form of a loan that has been released to the student (or parent) borrower, the student (or parent) can repay the loan in accordance with the terms of the promissory note over a period of time.

If the aid to be returned is in the form of grant funds, the law provides that the student may repay 50 percent of the grant rather than 100 percent.

The Title IV funds must be credited to outstanding loan balances or to any amount awarded for the semester in which a return of funds is required in the following order:

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Federal Perkins Loans
4. Federal PLUS Loans received on behalf of the student
5. Federal Pell Grants
6. Federal SEOG Grants
7. Other Title IV assistance

Refund of Charges

A student who withdraws prior to completing 60% of the semester is entitled to a pro-rata cancellation of that semester's direct costs for tuition, room and board. Indirect costs such as parking permits, insurance, books, class fees, etc., will not be pro-rated. After completion of 60% of the semester, there is no refund of charges.

A student who withdraws before the first day of classes of any semester is not considered to have been enrolled for that semester and is therefore entitled to a 100% cancellation of charges. If a student remains on campus beyond his/her withdrawal date, he/she will be assessed room and meal costs based on actual period of residency on campus.

Refund of Funds from the Illinois Student Assistance Commission Monetary Award Program (MAP)

Per the rules of the Illinois Student Assis-

tance Commission, if a MAP recipient withdraws after the end of the second week of the semester, the student may receive MAP grant payment for costs incurred up to the semester award provided the college's tuition refund policy indicates that the student has incurred charges in the amount of the claim.

Refund of Institutional Financial Aid

Institutional financial aid may consist of Monmouth Grant, Monmouth Scholarships and Monmouth loans. The refund/cancellation of institutional financial aid follows the pro-rata prolicy for the cancellation of institutional charges. When a student withdraws prior to completing 60% of a semester, a prorated portion of his/her institutional financial aid will be returned to the program(s) from which the student received funds. After completing 60% of the semester, there is no cancellation of financial aid.

A student who withdraws before the first day of classes of any semester is not considered to have been enrolled for that semester and therefore 100% of the student's institutional aid will be cancelled.

Refund of Private Scholarships, Grants and Loans

Unless otherwise requested by the donor or a private scholarship or grant award, the funds will be retained to cover the costs incurred by the student. Excess funds will be returned to the donor. Private/alternative loans will be the last item retained to cover the costs incurred by the student. Excess loans proceeds will be returned to the lender.

Summary

In summary, the financial assistance a student is entitled to retain from each source (federal, state, institutional and private) will be calculated and kept in the order described below up to the total costs incurred by the student. When the total assistance a student is entitled to retain is less than the costs incurred, the student will be billed for the difference.

1. Private Grants/Scholarships
2. Other Title IV Grants
3. Federal SEOG Grant
4. Federal Pell Grant
5. Illinois IIA Grant
6. Illinois MAP Grant
7. Illinois MRS Scholarship
8. Illinois Byrd Scholarship
9. Monmouth College Grants/Scholarships
10. Illinois DTSS Scholarship
11. Illinois MTI Scholarship
12. Federal PLUS Loan
13. Federal Perkins Loan
14. Federal Subsidized Stafford Loan
15. Federal Unsubsidized Stafford Loan
16. Private/Alternative Loan

Loan Exit Interview Required

Perkins Loan and Stafford Loan borrowers must have an exit interview with the Financial Aid Office before leaving campus to ensure that they fully understand their commitments and obligations under this federally-funded program. Failure to do this will result in materials being sent by certified mail.

Appeal Process

An appeal process exists for students or parents who believe that individual circumstances warrant exception from published College charges and refund policies. Persons wishing to appeal for special consideration should address such an appeal in writing to the Vice President for Finance and Business at Monmouth College.

EFFECTIVE DATE

The charges above are effective July 1, 2000.

RIGHT TO CHANGE CHARGES

Charges are established on an annual basis, and the College makes every effort not to change them during the year. However, the College reserves the right to change any and all of the above charges.

2000–2001 ACADEMIC CALENDAR

Fall Semester

Classes begin, Registration . . . . . August 29
Last day to register for classes . . . . . August 31
Last day to add a course . . . . . September 4
Last day for returning students to make Spring 2001
course selections without a charge . . . . . September 4
Last day to drop a course without a fee . . . . . September 4
Last day to drop a course . . . . . October 27
Classes end . . . . . December 8
Final examinations . . . . . December 10, 11, 12, 13, 14

Spring Semester

Classes begin . . . . . January 15
Last day to register for classes . . . . . January 17
Last day to add a course . . . . . January 19
Last day to drop a course without a fee . . . . . January 19
Last day to drop a course . . . . . March 23
Last day to make Fall 2001 course selections without a charge . . April 11
Classes end . . . . . May 4
Final examinations . . . . . May 6, 7, 8, 9, 10
COMMENCEMENT . . . . . May 13

Summer Session

Classes begin . . . . . June 4
Last day to register for classes . . . . . June 5
Last day to drop a course without a fee . . . . . June 5
Last day to add a course . . . . . June 5
Last day to drop a course . . . . . June 29

REGISTERS: FACULTY ADMINISTRATION, TRUSTEES

FACULTY, 2000-2001

FULL- AND PART-TIME FACULTY

Richard Giese (1997), President and Professor of Education, 1997- •B.A., Concordia College, 1971; M.Div., Concordia Seminary in Exile (Seminex), 1976; M.A., Washington University, 1976; Ph.D., Kent State University, 1986.

Arnold, George F. (1974), Vice President for Academic Affairs / Dean of the Faculty 1996- ;Professor of Education and History, 1989- •B.S., Buffalo State College, 1968; Ph.D., University of Maryland, 1975.

Ambrose, Rajkumar (1986), Associate Dean of the Faculty, 1997-; Professor of Physics, 1990- •M.A., Madras Christian College, 1962; B.D., United Theological College (India), 1981; Ph.D., Texas Christian University, 1986.

Baca, Jacqueline (1996), Lecturer, Department of Modern Foreign Languages, 1996- •B.A., Western Illinois University

Baker, Marie (1996), Lecturer in Department of Education, 1996- •B.S., Illinois State University, 1975; M.S., Western Illinois University, 1991.

Baldwin, Kevin (1999), Assistant Professor of Biology, 1999-, •B.A., University of California, Berkley, 1986; Ph.D., University of Florida, 1999.

Barbaro-Medrano, Louise C. (1998), Lecturer in Modern Foreign Languages, 1998- , •B.A., University of Toronto, 1980; B.Ed., University of Toronto, 1981; Honor Specialist International Languages, University of Toronto, 1998.

Becker, Andrew S. (1996), Assistant Professor of Psychology, 1996- •B.A., Carleton College, 1987; M.S., 1993; Ph.D., University of New Mexico, 1996.

Bell, Steve (2000), Instructor, Department of Physical Education, 2000- • B.S., Bemidji State University, 1991; M.S., Bemidji State University, 1995.

Best, Thomas (1998), Lecturer, Department of History/Education, 1999-•B.A., University of Northern Iowa, 1981; M.A., Western Illinois University, 1991.

Betts, James E. (1989), Associate Professor of Music, 1989- •B.M., 1972; M.M., •B.A Southern Illinois University, 1973; D.M.A., University of Iowa, 1984.

Bittner, Tonya (2000), Visiting Assistant Professor of Biology, 2000- •B.A., North Central College, 1993; Ph.D., Northern Illinois University, 2000.

Blackwell, Marjorie (2000), Assistant Professor of Art, 2000- •B.F.A., Mahattanville College, 1984; M.F.A., Maryland Institute College of Art, 1996.

Bond, Marjorie E. (1996), Assistant Professor of Mathematics and Computer Science, 1996- •B.S., 1990; M.A., 1992, University of New Mexico; Ph.D., Kansas State University, 1996.

Braun, Chad (2000), Instructor, Department of Physical Education, 2000- •B.S., Illinois College, 1995.

Brooks, Chris (1997), Lecturer, Department of Music, 1997- •B.A., Monmouth College, 1972.

Bruce, Mary Barnes 1985, Professor of English, 1999- •B.A., Arlington State College, 1965; M.A., Southern Methodist University, 1968; Ph.D., Arizona State University, 1986.

Buban, Steven L. (1977), Professor of Sociology, 1992- •B.A., 1972; M.A., 1973; Ph.D., 1979; University of Iowa.

Clifford, Joan (1999), Assistant Professor of Modern Foreign Languages, 1999- •B.A., Washington University, 1989; M.A., University of North Carolina-Chapel Hill, 1992; Ph.D., University of Virginia, 1998.

Condon, Jacquelyn S. (1980), Vice President for Student Life and Dean of Students, 1995- ; Assistant Professor of Education, 1982- •B.A., Millikin University, 1975; M.S.Ed., Eastern Illinois University, 1980.

Coe, Cynthia (2000), Assistant Professor, Department of Philosophy and Religious Studies, 2000 -•B.A. Middlebury College, 1994; Ph.D., University of Oregon, 2000.

Connell, Michael (1992), Associate Professor of Political Economy and Commerce, 1996- •B.S.,1976; M.S., 1982; J.D., Ph.D., 1986; University of Illinois.

Cordery, Simon (1994), Lecturer in History, 1994- ; Head Women's Soccer Coach, 1994- •B.A., Northern Illinois University, 1982; M.A., University of York (England), 1984; Ph.D., University of Texas at Austin, 1995.

Cordery, Stacy (1994), Associate Professor of History, 1999- ; Coordinator of Women's Studies, 1995- ; Curator of Monmouthiana Archives, 1995- •B.A., 1983; M.A., 1986; Ph.D., 1992; University of Texas at Austin.

Cramer, Kenneth (1993), Associate Professor of Biology, 1996- •B.S., University of Missouri, 1979; M.S., University of Oklahoma, 1983; Ph.D., Utah State University, 1988.

Crisco, Julie (1996), Instructor, Department of Physical Education, Director of the Wellness Center, 2000- •B.A., Monmouth College, 1996.

De Young, James L. (1963), Professor of Communication and Theater Arts, 1985- •A.B., Beloit College, 1959; M.A., Bowling Green State University, 1960; Ph.D., University of Minnesota, 1974.

Descas, Marie Josephe (1996), Assistant Professor of Modern Foreign Languages, 1996- •Licence, Université Paris XIII, 1988; M.A., Temple University, 1991; Ph.D., University of Pennsylvania, 1995.

Diamantopolous, John (2000), Assistant Professor of Mathematics and Computer Science, 2000 - •B.A., Augustana College, 1991; M.S., Northern Illinois University, 1993; Ph.D., Northern Illinois University, 1996.

Douglas, Dorothy DiVall (1988), Associate Professor of Education, 1995- •B.S., University of Oklahoma, 1958; M.Ed., Central State University; Ed.D., Oklahoma State University, 1985.

Dwyer, Howard (2000), Assistant Professor, Department of Mathematics and Computer Science, 2000 - •B.S., B.A., University of Illinois, 1978; M.A., University of California at Davis, 1985; Ph.D., Northern Illinois University, 1993.

Ellison, Linda (1989), Lecturer in Education, 1989- •B.A., Monmouth College, 1975; M.S.Ed., Western Illinois University, 1989.

Fasano, Christopher (1998), Assistant Professor of Physics, 1998- •B.S., University of Notre Dame, 1988; M.S., University of Chicago, 1987; Ph.D., University of Chicago, 1988.

Feldman, Charles M. (1997), Lecturer in Communications and Theater Arts, 1997- •B.A., University of Iowa, 1967; M.A., University of Michigan, 1968; Ph.D., University of Michigan, 1975.

Gersich, Frank (1998), Associate Professor of Political Economy and Commerce, 1998- •B.S.B.A., University of North Dakota, 1978; M.S., University of North Dakota, 1979; Ed.D., Northern Illinois University, 1993.

Gebauer, Peter A. (1975), Professor of Chemistry, 1988- •B.S., Harvey Mudd College, 1965; Ph.D., University of Illinois, 1970.

Giese, Sandra (1997), Lecturer, Department of Education, 1997- •B.A., Mount Union College, 1981; M.A., University of Akron, 1986; Ed. Spec., Kent State University, 1992.

Glasgow, Terry L. (1972), Professor of Physical Education, 1990- Director of Athletics, 1978- •B.A., Parsons College, 1966; M.A., Northeast Missouri State University, 1969; Ph.D., Northwestern State University of Louisiana, 1974.

Grahe, Jon (1997), Assistant Professor of Psychology, 2000- •B.A., Shippensburg University, 1992; M.A., University of Toledo, 1994; Ph.D., University of Toledo, 1997.

Grimm, Melinda (1996), Lecturer, Department of Education, 1996- •B.A. University of Northern Iowa, 1971; M.S., Western Illinois University, 1989.

Grodjesk, Kenneth (1997), Assistant Professor in Education, 1997- •B.S. Bradley University; M.S., Illinois State University; Ph.D., Northern Illinois University.

Haak, Robert D. (1998), Visiting Assistant Professor in Philosophy and Religious Studies, 1998- •B.S., Concordia Teachers College, 1970; M.T.S., Lutheran School of Theology at Chicago, 1974; Ph.D. University of Chicago Divinity School, 1986.

Hale, Robert C. (2000), Assistant Professor of English, 2000- •B.A., University of Tennessee, 1988; M.A., Louisiana State University, 1995; Ph.D., Louisiana State University, 1996.

Haq, Farhat (1987), Associate Professor of Political Science, 1993- •B.A., State University of New York at Fredonia, 1980; M.A., 1983; Ph.D., 1987; Cornell University.

Hastings, William M. (1968), Professor of Psychology, 1983- •B.S., Loyola University, 1962; M.A., 1966; Ph.D., 1969; Southern Illinois University.

Haynes, Roger D. (1982), Instructor in Physical Education, 1999- •B.A., Monmouth College, 1982.

Hellenga, Virginia (1994), Lecturer in Classics, 1994- •B.A., University of North Carolina, 1967; M.A., Loyola University, 1982.

Holm, Susan Fleming (1985), Dorothy Donald Professor of Romance Languages and Literature, 1991- •B.A., The College of Wooster, 1966; M.A., 1982; Ph.D., 1985; The University of Kansas.

Johnston, Richard (1995), Associate Professor in Political Economy and Commerce, 1999- •B.S., 1979; M.B.A., 1983; Lehigh University.

Kasinger, Thomas P. (1999), Lecturer, Music Department 1999- •B.M.E., Murray State College, 1963; M.A., Western Illinois University, 1969.

Keiser, Gayle L. (1996), Lecturer in Political Science, 1996- •B.A., Skidmore College, 1972; M.A., University of Missouri, 1975; Ph D., University of Oregon, 1981.

Keller, Alfred (1988), Assistant Professor in Modern Foreign Languages, 1995- •B.A., 1979; M.A., 1982; University of Missouri-Kansas City; ABD, Bryn Mawr College, 1988

Kieft, Richard L. (1975), Professor of Chemistry, 1989- •B.S. Dickinson College, 1967; Ph.D., University of Illinois, 1973.

Kirk, Carolyn Tyirin (1972), Professor of Sociology, 1988- •B.A., 1967; M.A., 1969 Ph.D., 1973; Michigan State University.

Kroupa, Michael (2000), Visiting Assistant Professor of Physics, 2000- •B.A., University of Chicago, 1979; M.S., California Institute of Technology, 1980; A.B., University of Chicago, 1979.

Kulczewski, Peggy (1995), Lecturer of Mathematics and Computer Science, 1994- •B.A., 1971; M.A., 1972; University of Illinois.

Kuppinger, Petra (2000), Assistant Professor, Department of Sociology and Anthropology, 2000- •B.A., Johannes-Kepler-Gymnasium, Leonburg, Germany, 1980; M.A., American University in Cairo, 1990; M.A., New School for Social Research, 1991; Ph.D., New School for Social Research, 2000.

Lariviere, Nancy A. (1989), Associate Professor of Psychology, 1996- •B.A., Susquehanna University, 1984; M.A., 1987; Ph.D., 1990; State University of New York at Binghamton.

Lemon, J. Rodney (1976), Professor of Political Economy and Commerce, 1982- •B.A., Monmouth College, 1964; M.S., 1967; Ph.D., 1968; University of Illinois.

Larson, Kristin K. (2000), Visiting Assistant Professor of Psychology, 2000- •B.A., University of Arizona, 1986; M.A. University of Arizona, 1991; Ed.D., Northern Arizona University, 1995.

Lindsey, Alfred (1999), Lecturer, Department of English, 1999- •B.S., Western Illinois University, 1954; M.S., Western Illinois University, 1960; Ed.D., University of Illinois, 1969.

Lomax, Sharon (2000), Lecturer, Department of Mathematics and Computer Science

Lotz, Stacy M. (1995), Assistant Professor of Art, 1999- •B.A., Eastern Illinois University, 1987; M.A., Eastern Illinois University, 1988; MFA, Washington University, 1991.

Maillet, Carol (1996), Assistant Professor of Biology, 1996 - •B.Sc., University of California-Irvine, 1970; Ph.D., University of Texas-Houston, 1992.

Markwart, Carla (1998), Lecturer in Art, 1998- •B.F.A., University of Illinois, 1982; M.F.A., University of California, Berkeley, 1990.

McCarnes, Mary Lois (1982), Lecturer in Modern Foreign Languages, 1982- •B.A., Monmouth College, 1942.

McDermott, Mary (1996), Lecturer in Mathematics and Computer Science, 1996- •B.A., Drew University, 1989; M.S., Rutgers University, 1992.

McGaan, Lee (1986), Professor of Communication and Theater Arts, 1995- ; Assistant to the Dean for Assessment, 1998- •B.A., Monmouth College, 1969; M.A., 1970; Ph.D., 1980; Ohio University.

McMillan, Kenneth (1999), Assistant Professor of Politcal Economy and Commerce, 1999- •B.S., University of Illinois, 1967; M.S., University of Illinois, 1969.

Meeker, Cheryl (1986), Associate Professor of Art, 2000- •B.A., Knox College, 1984; M.A., 1985; M.F.A., 1986; Northern Illinois University.

Nieman, George C. (1979), Professor of Chemistry, 1984- •B.S., Carnegie-Mellon University, 1961; Ph.D., California Institute of Technology, 1965.

Norton, Donald (2000), Lecturer, Communication and Theatre Arts, 2000 - •B.A., Western Illinois Univesity, 1977; M.A., Western Illinois University, 1991.

Olson, H. Michael, Jr. (1990), Instructor in Physical Education, 1990- •B.A., Coe College, 1959; M.S.E., Wayne State College, 1964.

Peterson, Judy (1998), Assistant Professor of Political Economy and Commerce, 1998- •B.A., Gustavus Adolphus College, 1979; MBA, Mankato State University, 1980.

Peterson, Trudi (1998), Assistant Professor of Communication and Theater Arts, 1998- •B.S., Central Michigan University, 1990; M.S., Central Michigan University, 1994; Ph.D., Bowling Green State University, 1998.

Phillips, Mary E. (1999), Lecturer, Art History, 1999- •B.A., Siena Heights College, 1971; M.A., Northern Illinois University, 1981; M.F.A., Northern Illinois University, 1986.

Popescu, Ioana (2000), Visiting Assistant Professor, Department of Biology, 2000- •B.S., University of Bucharest, 1991; M.S., University of Bucharest, 1992; M.S., University of Cincinnati, 1999; Ph.D., University of Cincinnati, 1999.

Prentice, Margaret (2000), Lecturer of Political Economy and Commerce, 2000 - •B.A., Monmouth College, 1992; M.B.A., Western Illinois University, 1993.

Rankin, Douglas B. (1988), Associate Professor of Communication and Theater Arts, 1991- •B.A., Monmouth College, 1979; M.F.A., Northwestern University, 1986.

Sendry, Jeanette (1997), Lecturer in Philosophy and Religious Studies, 1997- •B.A., Ursuline College for Women, 1966; M.A., 1992; Ph.D., 1977; University of California-Los Angeles.

Sgro, Marc, (1996), Lecturer in Education, 1996- . •B.S., Western Illinois University, 1977; M.S., Southern Illinois University, 1986; M.S., Western Illinois University, 1991.

Shimmin, Kari (1999), Instructor, Department of Physical Education, 1999- •B.A., Monmouth College, 1997.

Sidi-Haji, Sharif (1999), Lecturer, Department of Political Science, 1999 -

Sienkewicz, Thomas J. (1984), Capron Professor of Classics, 1985- •B.A., College of the Holy Cross, 1971; M.A., 1973; Ph.D.; The Johns Hopkins University, 1975.

Smolensky, Ira (1984), Professor of Political Science, 1995- •B.A., 1970; M.A., 1976; Ph.D., 1982; Rutgers University.

Sorensen, Francis W. (1973), Professor of Education, 1983- •B.A., Wheaton College, 1960; M.S., Northern Illinois University, 1964; Ed.D., University of Illinois, 1973.

Sparling, Brigit J. (1977), Lecturer in English, 1988- •B.A., Illinois Wesleyan University, 1967; M.A., University of Akron, 1970.

Sproston, Michael E. (1968), Associate Professor of Music, 1986- •B.A., Monmouth College, 1964; M.A., University of Iowa, 1966.

Suda, Carolyn (1986), Lecturer in Music, 1986- •B.A., Florida State University, 1971; M.A., Western Illinois University, 1985.

Suda, David (1984), Professor of Humanities, 1984- •B.A., 1969; M.A., 1971; University of South Florida; Ph.D., Emory University, 1983.

Thompson, Susan (1999), Lecturer, Department of Modern Foreign Languages, 1999- •B.A., Knox College, 1985.

Tucker, Marta M. (1983), Professor of Mathematics and Computer Science, 1996- •B.S., Illinois State University, 1971; M.S., Bradley University, 1983.

Urban, Jacquelynn J. (1978), Lecturer in Modern Foreign Languages, 1978- •B.A., University of Texas, 1964.

Urban, William L. (1966), Lee L. Morgan Professor of History and International Studies, 1994- •B.A., 1961; M.A., 1963; Ph.D., 1967; University of Texas at Austin.

Vivian, Craig (2000), Assistant Professor of Education, 2000 - •B.A., Cornell University, 1989; M.A., Cornell University, 1998; Ph.D., Cornell University, 2000.

Wallace, William J. (1979), Professor of Communication and Theater Arts, 1991- •B.F.A., Quincy College, 1974; M.S., Indiana State University, 1976; Ph.D., University of Minnesota, 1986.

Watson, Craig (1986), Professor of English, 1995- •B.A., University of Illinois, 1972; M.A., California State University (San Francisco), 1975; Ph.D., University of Michigan, 1980.

Welch, Lyle L. (1979), Professor of Mathematics, 1991- •B.A., Luther College, 1964; Ph.D., Michigan State University, 1971.

White, Perry (1998), Assistant Professor of Music, 1998- •B.A., Luther College, 1983; M.Music., University of Missouri at Kansas City, 1988; DMA, University of Oklahoma, 1998.

Willhardt, Gary D. (1967), Professor of English, 1982- •B.A., Monmouth College, 1959; M.A., Ohio University, 1962; Ph.D., Ohio State University, 1967.

Willhardt, Mark (2000), Assistant Professor of English, 2000- •B.A., Macalester College, 1987; M.A., Rutgers Unviersity, 1989; Ph.D., Rutgers University, 1993.

Wirth, Jeff (2000), Lecturer, Communication and Theatre Arts, 2000-

Yez, David (2000), Lecturer, Department of Education, 2000-

PROFESSORS EMERITI

Allison, David C., 1962-96
Professor of Biology Emeritus

Ball, Elwood H., 1953-83
Professor of Music Emeritus

Blum, Harlow B. 1959-1999,
Professor of Art Emeritus

Brett, Cecil C., 1963-83
Professor of Government and History Emeritus

Buchholz, Robert H., 1950-94
Professor of Biology Emeritus

Fox, Bernice L., 1947-81
Professor of Classics Emerita

Griffiths, Richard L., 1967-98
Professor of Music Emeritus

Johnson, J. Prescott, 1962-86
Professor of Philosophy Emeritus

Ketterer, John J., 1953-86
Professor of Biology Emeritus

McClanahan, Paul H., 1964-79
Professor of Religious Studies Emeritus

McClintock, Roy M., 1966-86
Professor of Government Emeritus

McNamara, R. Jeremy, 1964-95
Professor of English Emeritus

Osborne, Harry W., 1965-83
Professor of Modern Foreign Languages Emeritus
Skov, Charles E., 1963-94
Professor of Physics Emeritus
Speel, Charles J. II, 1951-83
Professor of Religious Studies Emeritus
Spitz, Douglas R., 1957-96
Professor of History Emeritus
Weeks, J. Stafford, 1959-86
Professor of Religious Studies Emeritus
White, Esther M., 1974-88
Professor of Education Emerita
Wills, Donald L., 1951-84
Professor of Geology Emeritus

ADMINISTRATION, 2000-01

Richard Giese (1997), President and Professor of Education, 1997- •B.A., Concordia College, 1971; M.Div., Concordia Seminary in Exile (Seminex), 1976; M.A., Washington University, 1976; Ph.D., Kent State University, 1986.

ACADEMIC AFFAIRS

Arnold, George F. (1974), Vice President for Academic Affairs/ Dean of the Faculty, 1996- ; Professor of Education and History, 1989- •B.S., Buffalo State College, 1968; Ph.D., University of Maryland, 1975.

Ambrose, Rajkumar (1986), Associate Dean of the Faculty, 1997-; Professor of Physics, 1990- •M.A., Madras Christian College, 1962; B.D., United Theological College (India), 1981; Ph.D., Texas Christian University, 1986.

Daw, Lynn (1997), Technical Services Librarian, Hewes Library, 1997- •B.A., 1985; MLS, 1986; University of Iowa.

Carr, Daryl (1985), Systems Manager, Information Systems Center, 1994- •B.A., Monmouth College, 1988.

Glasgow, Terry L. (1972), Director of Athletics, 1978- •B.A., Parsons College, 1966; M.A., Northeast Missouri State University, 1969; Ph.D., Northwestern State University of Louisiana, 1974.

Lamphere, Susan M. (2000), Registrar, 2000 - •B.A. Ohio Wesleyan University, 1995.

McGaan, Lee (1986), Assistant to the Dean for Assessment, 1998- ; Professor of Communication and Theater Arts, 1995- ; •B.A., Monmouth College, 1969; M.A., 1970; Ph.D., 1980; Ohio University.

Mitchell, Patricia (1997), Access Services Manager, Hewes Library, 1997- •A.A., Spoon River College, 1985.

Sayre, John R.(1998), Director of Hewes Library, 1998- •B.A., Phillips University, 1975; MLS, University of Oklahoma, 1976.

Stevenson, Sue (1980), Acquisitions Librarian, 1993- .

ADMISSION

Valentine, Richard (1993), Vice President for External Relations, 1996- •B.S., Culver-Stockton College, 1969.

Kemp, Marybeth Dues (1994), Dean of Admission, 1996- •B.A., Monmouth College, 1994.

Pitts, Peter (1993), Regional Director of Admission, 1993- •B.A., Wartburg College, 1974; M.A., University of Iowa, 1977.

Hippen, Kristi (1997). Associate Director of Admission/Transfer Coordinator, 1997- •B.A., Monmouth College, 1993.

Johnston, Christine (1999), Assistant Regional Director of Admission, 1999- •B.A., Blackburn College, 1988.

Blaesing, Michael (1997), Admission Representative, 1997- •B.A., Monmouth College, 1996.

O'Malley, Alicia (2000), Admission Representative, 2000- •B.A., Monmouth College, 1998.

STUDENT AFFAIRS

Botkin, Sarah (2000), Assistant Director of Campus Events, Hall Director, 2000- •B.A., Monmouth College, 1998; M.S., Kansas State University, 2000

Condon, Jacquelyn S. (1980), Vice President for Student Life & Dean of Students, 1990- •B.A., Millikin University, 1975; M.S.Ed., Eastern Illinois University, 1980.

Damewood, Mindy (1996), Director, Wackerle Career and Leadership Center, 1996- •B.S. Western Illinois University, 1987; M.A. Western Illinois University, 1992.

Fannin, Rev. B. Kathleen (1997), Chaplain, 1998- •B.A., University of Texas, 1968; MTS, Eden Theological Seminary, 1997.

Masood, Mohsin (1995), Associate Dean of Students/Director of Resident Life, 1995- •B.A., University of Peshawer (Pakistan), 1977; M.A., Quaid-i-Azam University (Pakistan), 1981; M.A., 1992; M.A.; Western Illinois University, 1995.

McRoberts, Christopher (1999), Coordinator of Greek Life, 1999- •B.S., University at Evansville, 1997; M.S., Indiana State University, 2000.

Morris, Kenneth (2000), Assistant Director of Resident Life, 2000- •B.A., Monmouth College, 2000

Ogorzalek, Karen (1990), Associate Dean of Students, 1996/Director of the Stockdale Center/Campus Events & Student Orientation, 1990- •B.S., Eastern Connecticut State University; 1988; M.A., Framingham State College, 1990.

Withenbury, Thomas (1985), Director of Student Publications, 1996 - •B.S., Southern Oregon State University, 1976

COLLEGE RELATIONS

Valentine, Richard D. (1993), Vice President for External Relations, 1996- •B.S., Culver-Stockton College, 1969.

Alcorn, Gena (1995), Director of Alumni Programs, 1995- •B.A., Monmouth College, 1988.

Cole, Tiffany (1995), Director of Planned Giving and Major Gifts, 1995- •B.A., Monmouth College, 1989; M.B.A., Western Illinois University, 1992.

Cook, Lois A. (1987), Director of Development Records and Research, 1995- •B.S., Bowling Green State University.

Dagit, Susan (1998), Director of Corporate and Foundation Grants, 1998- •B.A., Western Illinois University, 1976.

McNamara, Barry (1999), Associate Director of College Communications/ Director of the News Bureau, 1999- •B.A., Beloit College, 1985.

Rankin, Jeffrey (1992), Director of College Communications, 1992- •B.A., St. Lawrence University, 1979.

Turner, William (1995), Director of Advancement and Annual Gifts, 1997- •B.A., Monmouth College, 1993.

Wilson, J. Mark (1998), Director of Planned Giving and Major Gifts, 1998- •B.A., Monmouth College, 1978.

FINANCE AND BUSINESS

Gladfelter, Donald L. (1977), Vice President for Finance and Business, 1995- •B.A., Monmouth College, 1977.

Loomis, Pete (1989), Director of the Physical Plant, 1989- •B.A., Westminster College, 1966.

McNall, W. Michael (1981), Director of Personnel, 1991- •B.A., Monmouth College, 1981.

Nuckles, Paula A. (1998), Assistant Director of Financial Aid, 1998- •B.A., Augustana College, 1994.

Whiteside, Jayne (1994), Director of Financial Aid, 1996- •B.A., Monmouth College, 1990.

Clark, Debbie (1999), Student Accounts Manager, 1999- •B.B., Western Illinois University, 1986.

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Samuel R. Lyons (1898-1901)
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Robert W. Gibson (1952-64)
G. Duncan Wimpress, Jr.(1964-70)
Richard D. Stine (1970-74)
DeBow Freed (1974-79)
Bruce Haywood (1980-94)
Sue A. Huseman (1994-97)
Richard F. Giese (1997-)

Directory Of College Offices

All telephone numbers at Monmouth College can be reached either by calling the number directly or by calling the college switchboard, 309-457-2311. When dialing from on-campus telephones, use only the last four digits.

Correspondence concerning college matters should be addressed to the appropriate office at Monmouth College, 700 East Broadway, Monmouth, Illinois 61462-1998.

Academic Affairs
For academic concerns, readmission, academic standing, and faculty matters.
457-2325

Admission
For most matters of concern to new students.
457-2131

Bookstore
457-2399

Business Office
For questions about billings and student accounts.
457-2124

College Relations Office 457-2323
Alumni Programs 457-2316
Annual Gifts 457-2318
College Communications 457-2322
Planned Giving 457-2317 or 2376
Records and Research 457-2321

Financial Aid
457-2129

Library
457-2190

Multicultural Affairs
457-2113

President's Office
457-2127

Registrar
For academic records, class schedules, courses, credits and transcripts.
457-2326

Stockdale Center and Campus Events
457-2345

Student Affairs
For information about rooms, residence halls and student services.
457-2131

Wackerle Career and Leadership Center
457-2115

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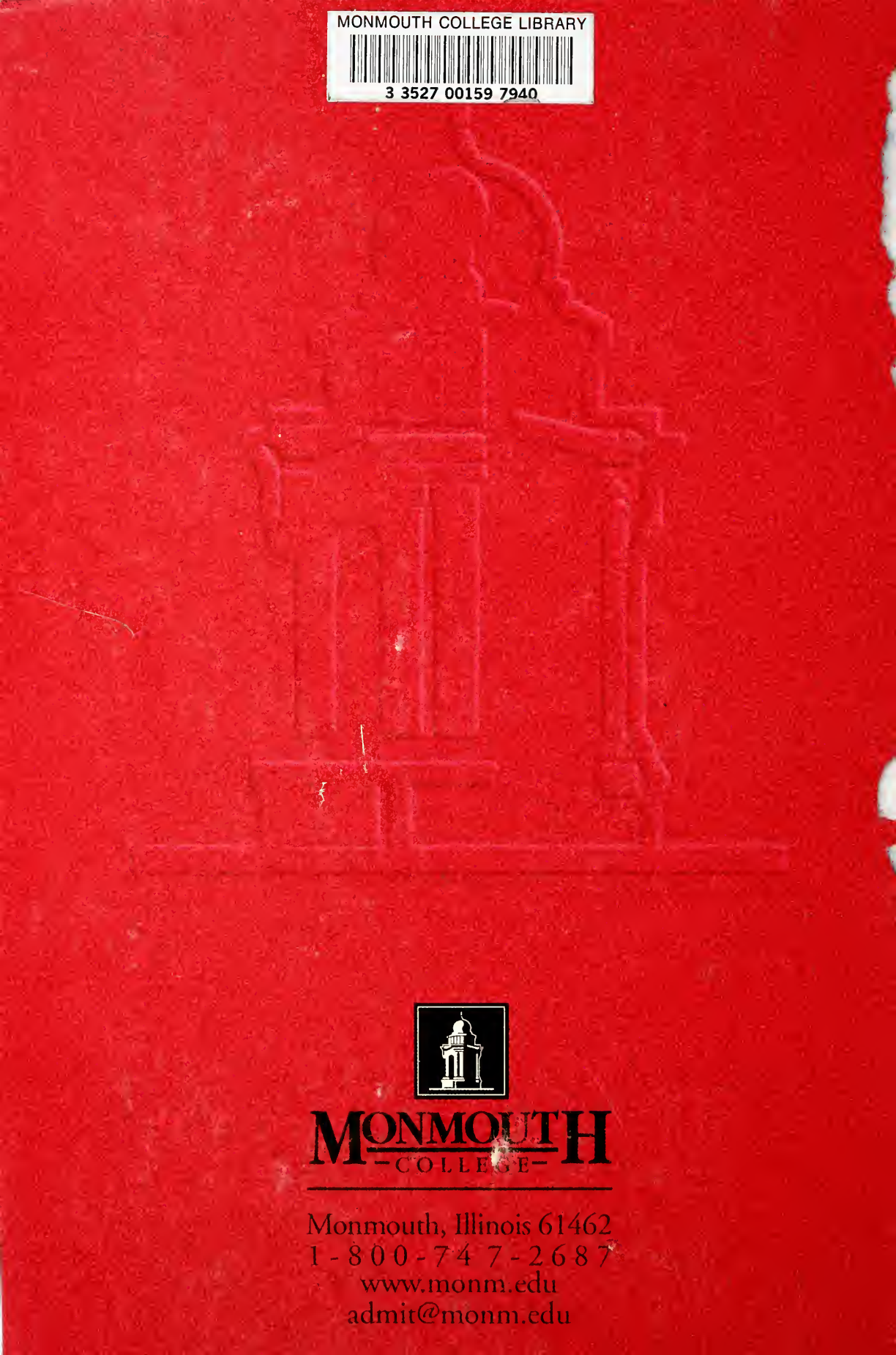

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Monmouth, Illinois 61462
1-800-747-2687
www.monm.edu
admit@monm.edu